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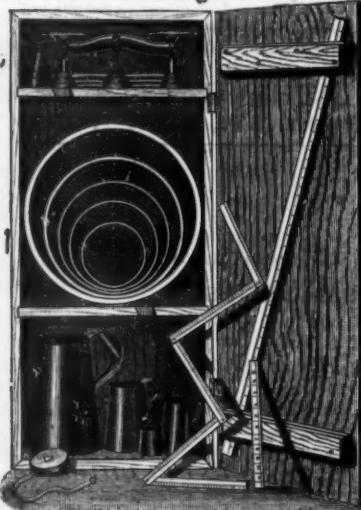
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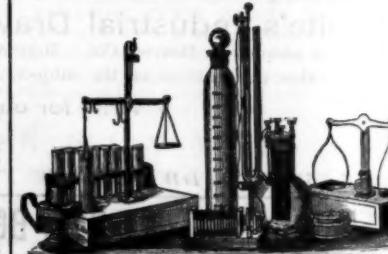
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THE House of Representatives of New Zealand has passed a bill against Chinese immigration. Baltimore has just opened the largest and finest hospital in the world. It bears the name of Johns Hopkins. A bill has been introduced into Congress by Senator Blair which provides that "no person or corporation shall perform or authorize to be performed any secular work, labor or business to the disturbance of others—works of necessity, mercy, and humanity excepted—nor shall any person engage in any play, game or recreation to the disturbance of others on the first day of the week, commonly known as the Lord's day." Twelve hundred Quakers presented Mr. Gladstone an address in favor of Home Rule. A collision between a freight and a passenger train, twelve miles from Colorado Springs on the Atchison, Topeka and Santa Fe Road, caused a terrific explosion of a can of giant powder. Several persons were killed, and nearly every house in the town was wrecked. Several witnesses testified before a Congressional committee that the Standard Oil Company had attempted to ruin them and drive them out of business. A flood in the Mississippi River caused a loss of millions of dollars.

THOUSANDS of schools are just now passing through the ordeal of examinations preparatory to promotions. Since written tests are more common than oral ones, papers are just now piling up and teachers are working night after night in order to correct and mark the work of their classes. The amount of figuring and estimating is enormous. Long columns of per cent. results are recorded in the permanent record books, and innumerable report certificates are sent to parents. To close the work of a modern graded or normal school, after the approved fashion, requires as much book-keeping as to close the yearly work of a first class bank. When the examinations are all passed, the reports all made, the final readings all finished, and the books of record all closed, then the school is ready for the final ceremonies.

After all, do the schools give a reasonable mastery of the subjects studied? If "reasonable mastery" means a memorizing of text-book words and methods, the answer must be in the affirmative, for the books are learned. But if "reasonable mastery" means broad intellectual discipline, and a comprehensive knowledge of the subjects studied, then the answer must be in the negative. Take geography for an example. The marking teacher is strict in criticising the answers to special questions as, "How long is the Nile?" "Where is Smyrna?" but the teaching teacher asks her pupils to make a sand map of North America and tell in what parts of this continent the rainfall is greatest, and why? She is not careful to require the location of many places, but she is careful to lead her pupils to know the causes and results of things, and so become thoughtful, scientific and broad.

TWO boys recently applied for a situation, both were subjected to a brief examination. One question was, "Multiply 25 by 15." One of the boys who had been drilled in the rules of a school arithmetic recalled the rule about reducing mixed numbers to improper fractions, etc., and failed to get the correct answer. The other who had been drilled in the practical work of a grocery store, with the aid of a few almost unintelligible scratches, speedily gave the correct answer. Another question was, "How far is Chicago from New York?" One boy began to try to recall a table of distances in his text-book and gave an answer in miles almost twice too large, the other thinking of rail-road time tables said, "About twenty-seven hours." One boy could recite correctly all the cases in arithmetic but couldn't give the interest of \$25.25 for one year and a third, at six per cent. The other, who had never heard of "cases" gave the correct result in a very few minutes. Why was this difference? The answer is plain: One had received an education that touched the world as it lives and moves each day; the other had been educated in an ideal world, distinct from the actual life of every day work. Which was the better?

DO you know human nature? No? But you must in order to teach successfully. "How shall we attain this knowledge?" you ask. This is not so easy to point out, but it must be acquired, even if it be difficult. The teacher is in a good place to acquire such knowledge. All around him the phenomena of human nature are manifested; can he not study those phenomena, cannot he classify them and understand them?

The writer remembers a clergyman who visited the army, and was invited to preach. There were no seats for the audience but he began in regular style, and at the proper time pulled out a sermon and read it. An hour and a half he kept those poor fellows on their feet! There was nothing but groans heard afterward when his name was mentioned.

Yet such sins as these are committed day after day and the teacher thinks he is doing a good thing, too. All who deal with human nature must know it. Let the teacher daily take up this study, and master some of its problems. For instance, when he stands before his pupils to-day, do they look at him earnestly and seem anxious to know every word he is going to say? If not let him inwardly resolve, "I will spare no pains to so act and speak that you will hear me." Begin to-day on this problem, teacher.

DR. ABBOTT, head master of the City of London Schools, speaking on the opinion expressed that more attention should be paid to the study of modern languages in the schools, said he did not believe there was any better chance for a lad in the commercial world because of proficiency in modern languages; the fact being that young Germans were the more readily appointed because they were harder workers and led less indulgent lives. For his part, he believed in discipline, hard work, punctuality, and order; and if they could drive these habits into the lad they would make them successful in commercial or any other kind of life, quite independently of proficiency in the modern languages. This is sound to the core. Poor teachers depend on *what* they teach; good teachers are noted as to the *how* of their teaching. We have over and over again pressed this point upon teachers. You need to know how to teach. You need to study to know *how*; it is supposed all will have enough of the *what*.

AT a large meeting of teachers and others assembled recently at the Boyne Hill Schools, Maidenhead, England, a discussion followed, when the following resolution was unanimously adopted:—"That all attempts to teach trades or handicrafts in elementary schools or night classes in connection with elementary schools will lead to failure and end in disappointment. A wider extension in elementary science and drawing should be more encouraged as the only true basis of technical education." This shows that a consideration of the subject of Construction or Manual Training as an educative process is making progress in England. There will be many who will confound Trade Learning and Manual Training. They are not alike; do not confound them. One aims at education; the other at money-earning.

ALL arguments against the introduction of manual training in our schools resolve themselves into three. First, there is no time for it; second, the schools were not established for the purpose of teaching the trades; third, it does not promote human development as much as the present curriculum. The first argument is fallacious, for if it is the best thing for our schools, the curriculum should be changed so as to admit it. It is wrong to keep the best from the young, whenever it is possible to give it to them. The second argument is founded upon the supposition that somebody is trying to introduce the learning of the trades into our schools. We know of no one who is advocating such a departure. The question whether manual training promotes human development is just now under discussion. Many eminent teachers who have been experimenting for years declare that it does; others who have not experimented at all, or but little, and under unfavorable circumstances, declare that it does not. There are a few who emphatically say that education by doing is one of the great educational humbugs of this century, for they claim that thinking is not necessarily connected with doing, and it is thinking that educates. Here is the whole question of manual training in a nut shell.

PRAISE AND BLAME AS SCHOOL FORCES.

Everybody likes praise, but all do not like the same kind. In dispensing it discrimination is needed. Teachers soon discover this fact. Let us take a single example.

James is a boy of nervous temperament, quick, excitable, affectionate but impulsive; easily angered, but soon recovering himself, and ready to make an apology. His better impulses are not very permanent. He is easily influenced to do things not exactly wrong, but near the border line of evil. He is not malicious, but often does things that appear such. His teacher has succeeded in strengthening two elements in his character, knowledge of right and wrong, and a determination to follow the right. His character is improving, but a few days since he committed a wrong act. A minute after it was done, he was sincerely sorry, but he hadn't moral strength enough to say so to his teacher. Now was a critical time in his life. A mistake in treatment would undo much of what had been done. But the teacher was wise, and so he let the matter pass for a whole day without remark; then in a quiet tone of voice, he said *to him alone*, when no one suspected he was talking about the matter: "I am sorry, James, you did that thing yesterday." This was all; but the tone of the teacher's voice, his evident sincerity, and earnestness, sent an arrow to his heart. It wasn't what he said, but *how* he said it, that touched James. This was the blame, but what kind of blame? Let us see. The next morning the teacher received a note from James, which read thus: "I did wrong, I am sorry. Let me say so." At the close of the forenoon session the teacher said, "James has something he wants to say." He was equal to the occasion. In a firm, quiet, self-possessed tone of voice and manner, he rose in his seat and said, "I did a wrong thing day before yesterday, for which I deserve punishment, and I am ready to receive it; but I am sorry for what I did, and am ready to take whatever I deserve." It was a manly speech, no covering up, no cringing. The teacher said, "You have been punished, and now you have done the manly and right thing. The whole school forgives you." This was the praise. James was a better boy after this, for his will had received a strengthening force, and his moral character a tonic.

This incident is better than a volume of statement. Perhaps there is not another boy in the world exactly like James. So there must be discrimination and wisdom in administering praise and blame. Study the child. The lymphatic girl needs one kind of treatment, the nervous, highly strung boy entirely another. *Study the child!* Praise and blame are mighty forces; wisely used they tell for immense good, unwisely used they tell for untold evil.

INDUSTRIAL EDUCATION DEFEATED IN BROOKLYN.

At a special meeting of the board of education of Brooklyn recently, the amount of the budget for educational purposes for the coming year, to be presented to the board of estimate, was fixed at \$2,171,185. Last year the appropriation was \$2,036,114. The resolution offered by Nelson J. Gates, providing for the setting apart of \$20,000 for industrial education, was defeated after a long debate by a single vote, but the time is not distant when it will be encouraged by an overwhelming majority. The debate on this question revealed an amount of ignorance concerning the nature and object of manual training which is astonishing. Many school officers have yet to learn that the introduction of industrial education is not for the purpose of teaching boys to become carpenters and blacksmiths, or the girls to follow dressmaking or any other trade. The Brooklyn board of education especially needs to study the arguments for manual training in our public schools, as an economical and effective mind developing force.

SALARIES BASED ON AVERAGE ATTENDANCE IN NEW YORK CITY.

An effort was recently made in the New York City board of education to do away with the basis of average attendance for salaries. Messrs. Wood, Devoe, Schmidt and others claimed that the system was a good one, but Mr. Sprague said that no apparent good had ever come from the present salary method, while there had been much ill. Miss Dodge called attention to two features connected with it. It was not alone the downtown schools that suffered from basing the salaries of the class teacher on the average attendance of pupils, but schools up-town and all over the city were affected by its bad re-

sults. The vote to amend the by-law on this subject was lost, as might be expected where old fogeyism rules. The present method of grading the pay of teachers is very bad and should at once be taken from the regulations of the board of education, but we have little hope that the majority of the present board will move in the matter.

MR. POWDERLY'S EDUCATIONAL DOCTRINE.

"The rich need education, the middle class need it, and the poor require it, so that all may know that this nation was not built up by any one class, that it is not depending on one class, and that it will not be ruled by a class. The people must be taught what their political rights are. They must be taught that booblers and bribers are traitors. They must be taught to watch the politician after his election as well as before it. They must be taught that the lands of the nation belong to the people of the nation, and not to thieves who were smart enough to steal them. They must be taught that the rule of the corporation should come beneath the rule of the people."

TWO TRIALS FOR FIRST GRADE CERTIFICATES.

The following regulations concerning the uniform state teachers' examinations (New York) have been issued, the first one temporary, to be withdrawn whenever deemed advisable. It states that all candidates who pass in certain subjects, but not in all, will receive partial certificates; the regular certificate will be granted when the remaining examinations have been passed at the *next* examination. The second regulation states that candidates who fail, after undertaking the first grade examination, may be given certificates in the second or third grade, if the percentages attained be as high as required in that grade.

EXAMINATIONS FOR STATE CERTIFICATES.

Superintendent Draper, of New York State, has appointed August 20-24 as the time for examinations for state certificates, at the following places: Albany, Batavia, Binghamton, Brooklyn, Buffalo, Canandaigua, Clyde, Elmira, Glens Falls, Mayville, Newburgh, New York, Ogdensburg, Plattsburgh, Rochester, Salamanca, Saratoga Springs, Seneca Falls, Syracuse, Utica, Watertown, Whitehall.

Candidates will be examined thoroughly in Algebra, Arithmetic, History (American and General), Geography, Grammar and Analysis, Physiology and Hygiene, Spelling and Writing. They will also be expected to have a general knowledge of Astronomy, Book-keeping, Botany, Chemistry, Civil Government and School Law, Composition and Rhetoric, Drawing (linear and perspective), Geology, Geometry (Plane), Literature (General), Methods and School Economy, Physics and Zoology (or Latin, through the first three books of Caesar's Commentaries).

State certificates will be issued to those who attain seventy-five per cent. in each one of the thorough examination branches, and an average of seventy-five per cent. in the general knowledge branches, and which do not fall below fifty per cent. in any one study in the latter class.

NEW YORK STATE TEACHERS' ASSOCIATION.

SPEAKER FREMONT COLE TO DELIVER AN ADDRESS.

The New York State Teachers' Association will celebrate its forty-third anniversary at Watkins, N. Y., on the first Wednesday, Thursday, and Friday in July of this year. On Wednesday, at eight p. m. Mr. Daniel Beach will deliver an address of welcome and Principal Jared Barhite, of Irvington-on-the-Hudson, will make a suitable response. Mr. Fremont Cole, Speaker of the Assembly, will then lecture on the question: "Do our public schools promote the best interests of all classes?"

MANY INTERESTING PAPERS.

On Thursday morning a special committee will consider the best means of increasing the efficiency of the association, and later on Professor H. E. Holt, of Boston, Mass., will lecture on "Vocal Music as an Educational Factor," which will be followed by a discussion on "Improved Methods in Teaching," in which Principal H. H. Snell, of Cobleskill, will take the leading part. The remainder of Thursday will be devoted to a lecture by Professor Cyrus A. Cole, Amsterdam, on "The Education Demanded To-day and How Secured," and to the

report of the Committee on Special Education. In the evening Superintendent A. S. Draper, of Albany, will deliver an address, and the nomination of officers for the ensuing year will take place.

Friday morning there will be opening exercises, after which Professor Theodore C. Hales, of Albany, will lecture on "Free Hand and Industrial Drawing;" Dr. E. A. Sheldon, of Oswego, will talk about "The Mental Effect of Manual Training;" Dr. Nicholas Murray Butler, of New York, will answer the question, "How Can Industrial Education be put into Operation?" and Dr. H. S. Hoose, of Cortland, will tell what he knows in regard to the "Development of Self-Reliance by Means of the Existing Methods of Education." Friday afternoon Dr. Hoose's paper will be discussed and Superintendent Barney Whitney, of Ogdensburg, will read a paper entitled "What System of Normal Work can be Devised that shall Benefit all our Rural Schools?" Friday evening will be devoted to a stereopticon lecture by Professor Albert S. Bickmore, of New York, on the "Scenery and Fauna of the Rocky Mountains and Sierras," and to the ceremonies attending the introduction of the new president.

No question is more asked by the thoughtful teacher than, "How can this school-room be transformed? its noise, its turbulence, its indifference, its repellent features give way to happiness and earnest work? One who does not ponder upon such questions is not a teacher. The age may be said to have settled down to a study of the question, and he who contributes most to it will leave his 'footprints on the sands of time.'

This is the field the JOURNAL aims to cultivate; and if a single number fails to be a light-bearer to the teacher in his darkness, the editors would be deeply pained. Right here we want every one who has wrought out the problem, even if partially, no matter where he lives, to write out his plans for publication.

SOMERVILLE, MASS., sent to the recent Industrial Exhibition of the work of the public schools of Philadelphia, the mayor, the superintendent of schools, and the chairman of the committee on industrial education, viz.: Mayor Burns, Supt. Meleney, and Mr. M. W. Carr. Among those present at the exhibition were Supt. Jones of Indianapolis, Supt. Parish, of Independence, Iowa, Supt. Hatch of New Bedford, Mass., Mrs. H. J. Carter of the N. Y. Industrial Education Association, Mrs. Fay, Director of Drawing, Springfield, Mass., and Mr. Chas. R. Richards, Director of the mechanical department in the N. Y. Industrial Education Association. Miss E. L. Benedict, of our paper, was present, and has written up the exhibition, in an article which will appear next week.

ONE hundred and thirty school-teachers presented themselves for examination recently for certificates for positions in public schools in Cook Co., Ill. The examination was held in Judge Prendergast's court-room, and the unusual spectacle of so much femininity scared away lawyers, clerks, bailiffs, reporters, and others whose business calls them to the court. The candidates were from all parts of the country. One hundred and twenty-five of them were applicants for second grade certificates, and five for first grade. The second grade is only good for one year, and only necessitates passing an examination in common branches and methods of teaching. The first grade embraces sciences, and extends for two years. Superintendent A. G. Lane conducted the examination and prepared the questions on the papers.

THE contest over the school superintendency in this city is still in progress. There are several members of the board of education that strongly oppose the re-election of Mr. Jasper. The JOURNAL has no partisan feelings; it is for the improvement of the schools; it believes a great improvement has begun in them; it believes great improvements may yet be made in them. It is very doubtful if a better man than Mr. Jasper can be elected by the board of education.

QUESTIONS used at the uniform state examinations in New York State, are selected and arranged by the institute conductors, each conductor being personally responsible for questions and answers in the different subjects as follows:

J. H. French. Drawing (after September 1st); Methods.

H. R. Sanford. Current Topics; Grammar; Physics.

S. H. Albro. Civil Government; Composition; Physiology and Hygiene.

C. T. Barnes. American History; Algebra; Geography.

I. H. Stout. Arithmetic; Book-keeping; School Law.

BRIEF ITEMS.

SUPT. C. F. MERRILL has just completed his first year at Cohoes, this state. During this time improved methods of instruction and grading have been introduced and sanctioned by the board. Teachers' meetings and grade classes have been organized which all teachers, without exception, attend. Supt. Merrill has secured the good will and confidence of the community, and has laid the foundation of, what we believe will prove to be, many years of successful supervision.

WHATEVER is written in letters, and whatever so written is put in permanent form, and whatever, being put in such form, continues to exert an influence after the man who wrote it is dead, and which continues to shape the thoughts and affect the printing of succeeding ages—that is literature.—REV. DR. DEEMS.

GINN & Co., well-known educational publishers, have established an office in London, 57 and 59 Ludgate Hill, E. C., in charge of Mr. E. A. Arnold, a man of the highest character, and a grandson of Arnold of Rugby. Ginn & Co. show great enterprise in thus extending the business of their firm.

AN ACT in relation to health and decency in schools has been passed in New York State. It compels officers having the supervision of schools, to see that suitable and separate closets are provided for the convenience of pupils, and are kept in good condition. Any failure to carry out this law will be punishable by removal from office, or by the withholding of the public money from the district.

PROFESSOR WILLIAM R. HARPER, of Yale, will hold six summer schools for the study of Hebrew this year: at Newton Centre, Mass.; at Philadelphia, Penn.; at the University of Virginia; at Chicago, Ill.; and twice at Chautauqua, N. Y.

THE late COLONEL JAMES MACKAYE, whose death at Paris has been announced, was born at Argyle, Vt., and at the age of eleven walked from there to Buffalo, N. Y., in order that he might there enter a school and get an education. In after years he gave to the city of Buffalo a fine public school building and a Unitarian church. He was not pleased when his son, Mr. Steele Mackaye, entered the dramatic profession, but he rejoiced in the success attained by him.

COLONEL T. W. HIGGINSON will deliver the Commencement address at Smith College, Northampton, Mass., in June.

THE next annual meeting of the National Educational Association will be held in San Francisco, California, July 17 to 20. Very favorable excursion rates will be made from Chicago and all other points on the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY, with choice of routes via Omaha or Kansas City in going and returning. Special excursion rates will be made from San Francisco, to all points of interest in California, and to Alaska and the Sandwich Islands. The people of California are prepared to give their guests a warm welcome, and this trip will be the event of a life-time. If any one is desirous of securing information relative to the journey, address, A. V. H. Carpenter, General Passenger Agent, Milwaukee, Wis., or E. F. Richardson, General Agent Pass'r Dep't, 381 Broadway, New York City, or Jerome Allen, director for New York. The excursion of teachers starting from this city will return over this line, both those coming back over the Union Pacific and the Northern Pacific routes.

THE AMERICAN INSTITUTE OF INSTRUCTION.

NEWPORT, R. I., JULY 9-13.

The meeting promises to be most interesting and profitable. Dr. J. G. Fitch, of London, one of Her Majesty's inspectors of schools, author of the well-known "Lectures on Teaching" will deliver an address. Other speakers announced are L. Clark Seelye, of Smith College; Dr. Nicholas Murray Butler, president of the College for the Training of Teachers, New York City; Prof. A. E. Dolbear of Tufts College; Prof. W. H. Lambert, of Fall River; Edwin D. Mead, of the Old South lecture enterprise; Miss Bertha W. Hintz, of the Boston Normal School; Prof. J. D. Sharland of Boston. Other men and women of distinction will speak.

THE ART SCHOOL IN CHARLESTON, S. C.

The Art School has been in existence for some years and has from 40 to 50 pupils. For the last few months it has been under the charge of Miss Féry, a student of the Paris schools and believer in the methods of drawing inculcated in France. Miss Féry has taught with success in New York and Newport, and her instruction in Charleston is not confined to the Art School. She follows French methods in placing geometrical figures at the base of all instruction in drawing, gradually accustoming the pupil to more and more complicated figures executed free hand. The special aim of the French teaching is to drill the pupil thoroughly in the dry and formal work of drawing before permitting advance to more enjoyable work, on the principle of the music teacher, who lays the greatest stress on exercises for the fingers. The drudgery is thought to pay for itself in the long run. According to the local papers Miss Féry is highly pleased with the interest taken by Charlestonians in the Art School, and is doing excellent work.

WHAT I READ.

BY PRINCIPAL H. H. SPAUD.

BOOKS.

- Psychology and Anthropology.—Rauch.
- Cousin's Elements of Psychology.—Henry.
- Mental Philosophy.—Mahan.
- Mental Physiology.—Carpenter.
- Outlines of Psychology.—Sully.
- History of Philosophy.—Haven.
- Mental Philosophy.—Brooks.
- The Quincy Methods.—Parker—Partridge.
- Notes of Talks on Teaching.—Parker—Partridge.
- Elements of Pedagogy.—White.
- Art of School Management.—Baldwin.
- Education in Relation to Manual Industry.—MacArthur.
- Systems of Education.—Gill.
- How to Grade a Country School.—Trainer.
- The Seven Laws of Teaching.—Gregory.
- Old Greek Education.—Mahaffy.
- Educational Theories.—Browning.
- School Management.—Landon.
- " " Kellogg.
- Compayre's History of Pedagogy.—Payne.
- Theory and Practice of Teaching.—Page.
- Normal Methods of Teaching.—Brooks.
- Rosmini's Methods of Education.—Grey.
- Plain Educational Talks.—Raub.
- School Management.—Raub.
- Methods of Teaching.—Raub.
- School Economy.—Wickersham.
- Methods of Instruction.—Wickersham.
- Lectures on Teaching.—Pitch.
- Moral Education.—Buchanan.
- In the School Room.—Hart.
- Contributions to the Science of Education.—Payne.
- Education.—Spencer.
- Lectures to Kindergartners.—Peabody.
- Philosophy of Education.—Rosenkrantz.
- History of Education.—Painter.
- Education of Man.—Freibiel.
- Elements of Psychology and Education.—Baldwin.
- Ventilation of School Buildings.—Morrison.
- Science of Mind Applied to Teaching.—Hoffman.
- Rousseau's Emile.
- Leonard and Gertrude.—Pestalozzi.
- Richter's Levana.
- Habit in Education.—Radestock.
- The Science of Education.—Ogden.
- The Art of Teaching.—Ogden.
- How to Teach.—Kiddle, Harrison, Calkins.
- School Supervision.—Payne.
- Lectures on Education.—Hallinan.
- Methods of Teaching History.—Diesterweg.
- Bibliography of Education.—Hall.
- History of Education in Pennsylvania.—Wickersham.
- E. Seguin on Education.
- Culture Demanded by Modern Life.—Youman.
- Intellectual Life.—Hamerton.
- Development Lessons.—DeGraff and Smith.
- Students' and Teachers' Library.—Lind.
- The Dictionary of Education and Instruction.
- Practical Teacher.—Lamborn.
- Science and Art of Education.—Payne.
- Mind Studies for Young Teachers.—Allen.

All of these are my personal property. Besides these I have a large number of pamphlets on the subject of education. Some of these I have in the school room, and others in my library at home. The grammar school teacher, Mr. Christ, has almost as many books as I have and for some time we have been careful not to duplicate so that we can exchange with each other. In this way I have been able to read Johonnot, DeGraff, Haven and others without buying them. A number of these books I use rather as reference books than for consecutive reading. The same is true in regard to periodical literature. I read only that in which I am directly interested. Sometimes I find but one article in a weekly that I care to read, and in this way I can read two, three or even four papers in one evening.

In general reading I have within the last year read part of Geikie's Hours with the Bible, Whittier's Poems, Longfellow's, some of Shakespeare's Plays, Ben Hur, Vathek, Dickens, etc. I read regularly one daily newspaper, and frequently two and if anything special is going on in the political, educational, or scientific world, I read four dailies, two morning and two evening, but I never give very much time to any one.

THE STORIES OF THE NATIONS.*

The value of good reading is obvious to all. The filling of the young mind with facts of any kind, broadens the intellect, increases the vocabulary, and cultivates the power of conversation.

The uneducated reader enjoys much more a book written in a light style, or of story-like form, than one of dry discussion. In "The Story of the Nations" is involved the above, for while the histories contain the best of matter, they are written in a style both interesting to adults, and enjoyable by youth.

The manner in which occurrences of Grecian history are compared with facts of a much later date, gives to the "Story of Greece," a delightful feature. The "Cyclonian Pollution" is described as a deed even more hateful than the murder of Thomas à Becket at the altar of Canterbury Cathedral. The chapter on Sparta may be particularly noticed. The Spartans were an able-bodied race. Their excellent physical training gave to them mental strength. At the seventh year they were taken from their homes and taught to endure pain and hardship, and how to conquer in battle. But notwithstanding their many barbarous customs, the Spartans had keen minds, and understood the use of words. The people of Laconia were particularly laconic in their speech, for superfluous words were regarded by them as a waste of time, and consequently degrading. Agis, when the Athenians laughed at the short swords of his soldiers, so short that a juggler could swallow one with ease, replied that "they were long enough to reach the enemy with." Lycurgus was another representative of Spartan terseness. It was advised that Sparta be inclosed with a wall. Lycurgus said, "The city is well fortified, which hath a wall of men instead of bricks."

The "Moors in Spain" is equally as interesting as the "Story of Greece," but in another way. The style is essentially changed as the volume is by a different author. The phraseology of writers is different, and the publishers of "The Story of the Nations" seem to have taken for their motto, "Variety is the spice of life;" for, with few exceptions, all of the series are by different authors.

Moslem rule began in Spain with Tarik twelve-hundred years ago. For eight hundred years the Moors held the country when Ferdinand and Isabella drove them before their forces and with the fall of Grenada the influence of the Moslem ended in Spain. The Cid, so familiar with historians, led his triumphant followers over the mountains of Moorish Spain, and in 1090, was buried at San Pedro de Cardena.

Another of the series, "The Saracens," is a delightful history of the Mohammedans from the earliest times to the fall of Bagdad.

The dwellings of the caliphs of ancient Bagdad were gorgeous in the extreme. The walls of the palace of Moktader were hung with 38,000 pieces of silk brocade embroidered with gold, and 32,000 superb carpets. Menageries of wild animals, tamed by art, wandered about the palace, among them one hundred lions. In the same palace was the famous artificial tree with eighteen branches and leaves of different colors. On its branches, were perched gold and silver birds, singing automatically. The Saracens were a barbarous people, and committed barbarous deeds, but nevertheless their costly palaces, and graceful mosques were masterpieces of architecture, which a better civilization has never yet equaled. Every one is acquainted with the story of Rome, but a frequent reading of the same as described by different writers, cultivates the novelty of varied expression.

So one might continue to write the facts related in "The Story of the Nations," and fill a volume.

"A word to the wise is sufficient," especially if such a one be a teacher. Turn "The Story of the Nations" into a text-book. One might read a selection to the scholars and allow them to reproduce what they had heard, in their own words. Thus there is twofold gain; for, besides impressing the fact upon the mind, the power of expression is cultivated.

*The Story of Greece, By Prof. Jos. A. Harrison.

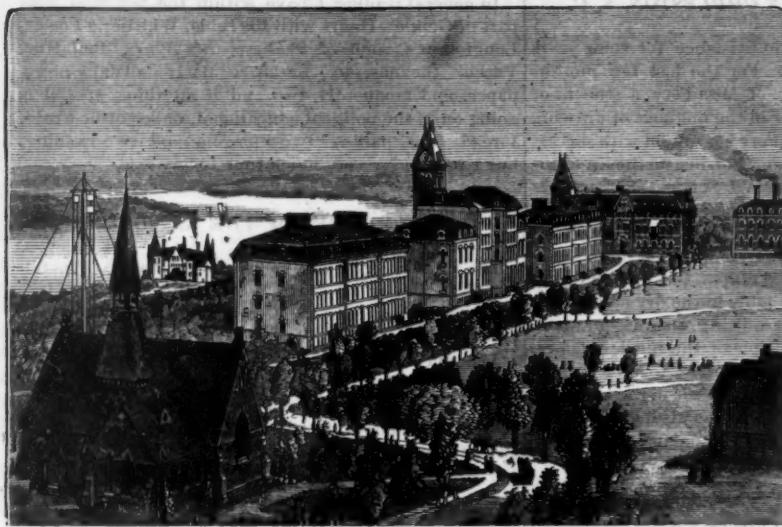
The Story of Rome, By Arthur Gilman.

The Story of the Saracens, By Arthur Gilman.

The Story of the Moors in Spain, By Stanley Lam-Poole.

Octavo, Illustrated. Per volume, \$1.50. New York, and London.

G. P. Putnam's Sons.



CORNELL UNIVERSITY.

THE SIBLEY COLLEGE EXTENSION, CORNELL UNIVERSITY.

The Sibley College of Cornell University was re-organized and extended two years ago, to prepare for the expected class of 1887. At this time the departments of mechanical engineering, under Professor Thurston, and of the graphic arts, under Professor Cleaves, were formed, and the shops and department of the mechanic arts, under Professor Morris, was extended. All these are under the direction of Dr. Thurston. Notwithstanding the fact that within a few years it has been more than doubled in extent, it could only accommodate about two hundred students. To prepare for the present freshman class, therefore, it became necessary to still further extend its buildings. It was thought advisable to more than double the size of the wood-working shops, to increase facilities for instruction in the other shops, and to secure fifty per cent. more space for drawing-rooms. The freehand drawing class alone occupies two floors of the main building. The wood-working part of the establishment must accommodate between one hundred and one hundred and twenty-five men, and the other shops as many more. To meet this emergency, a new building was planned, into which all the laboratory apparatus used in either instruction or research could be removed; thus giving ample space, for the present at least, for the extension of the shops, by giving to them the considerable space so vacated, while the remainder of the new structure could be devoted to the purposes of the departments of drawing and machine design.

The engraving on this page shows the original group of Sibley College buildings.

The main building is seen at the front and left; while beyond it is the laboratory building, in which instruction in chemistry and physics, and the principal part of the tuition and practice in electrical engineering are carried on. The dynamo-room is in the rear of the main building of Sibley College, and contains a considerable number of dynamo-electric machines, used in the course in electrical engineering. Students at Cornell are given every appliance necessary for a fine mechanical course.

On the lower floor are the library, reading room, museums, a lecture room, and the rooms of the professor of mechanic arts. On the second floor are two drawing-rooms, the lecture-room of the professor of mechanical engineering, and the rooms of the director. The third floor contains the rooms of the professor of drawing, and two drawing-rooms. The senior and junior classes have their drawing-rooms in the new building.

In this extension the whole second floor is devoted to drawing. All the rooms are kalsomined in a light buff shade, and the ceilings are of oiled yellow pine, the beams being of light blue. The rooms are well lighted, and the heating pipes are placed overhead. The rooms are fitted with every convenience for storing the drawing materials when not in use.

The lower floor is finished much like the upper; but it is appropriated to a most interesting and novel part of the work of the college. In the middle of the building is a transverse hall out of which opens the toilet and coat room. At the right, on the east side of the hall, is a large room, of similar size to the great drawing-room overhead, in which are placed all the testing-machines for use in investigating the strength and other properties of the materials used in mechanical engineering and

construction, including several tension-machines, transverse testing-machine, an "autographic recording testing-machine," two sizes of Thurston's lubricant testing-machines, dynamometers of various types and sizes, and miscellaneous apparatus of similar character. Farther toward the right, and at the east end of the building, are a room for an instructor, and for the use of students working up their data, and another room for special research.

At the left of the hall, and in the west end of the building, is a group of rooms for the use of those studying steam-engineering. These rooms are fitted up with fine appliances and machinery of the latest and best kind, space being left for various engines and boilers which will sometime be purchased for the use of the students. The group consists of a room devoted to tests of engines, the boiler room, and the calorimetric laboratory.

The number of students in the technical courses of Cornell University this year is not far from six hundred, in the University a thousand undergraduates.

GOOD FRIDAY SPENT ABROAD.

BY ELLEN E. KENYON.

How it re-invigorates one to visit a good school, taking time enough to see what one looks at! To stroll through class-rooms, bow to the teacher and glance at the walls, can convey but little of the philosophy, the effort, the goal of teachers and pupils. Those observers who pride themselves on seeing a great deal at a glance,

ark, N. J., was productive of these results, besides being an occasion of great pleasure to the visitors.

The first occasion for admiration was furnished by the building itself. Large, high rooms, pleasantly lighted; spacious wardrobes, through which the boys can march to music as each one takes his hat from its peg; substantial furniture, oiled (a better finish for school furniture and sewing machines, than the varnish so much in vogue); ample blackboard space; steam-heated courts in the basement for a rainy day play-ground; a splendid hall at the top of the building for purposes of assembly—those and other points of excellence told of Newark's generosity toward her schools.

Then the building was so quiet. Not a loud-voiced teacher under its roof, and no stentorian recitations. Standing in the hall, one would hardly think school was in. And yet, how busy they all were!

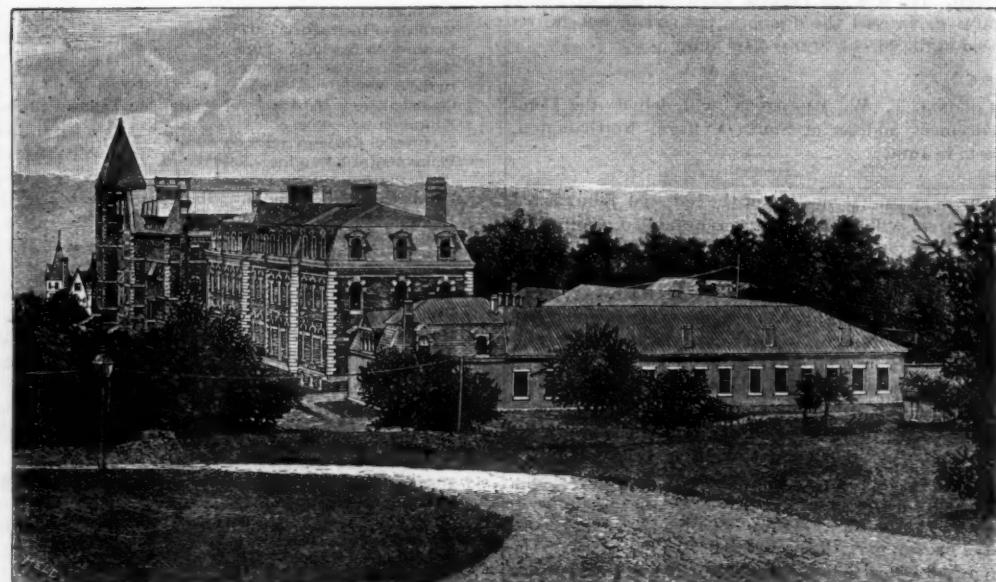
In one room a geography lesson was being conducted on the following ingenious plan:

The teacher had written on the board:

"1. When sailing down the Kennebec River, I passed —, the capital of the state. 2. At the mouth of the river I entered — Bay. 3. Sailing south on the — Ocean, I passed, Cape — and Cape — on the coast of Mass. 4. Then, sailing west, I entered — Sound. Here I spent the rest of my vacation."

The pupils were consulting their maps for the names with which to fill the blanks. As soon as each had memorized those words he went to the recitation line, where he waited his turn to read. Having read the sentences, correctly supplying the missing words, he returned to his seat to busy himself with any favorite occupation during the remainder of the period allotted to recitation. It was evident that some of those whose current task was thus disposed of were strengthening some weak point in their studies by reference to other text-books, or by use of slate and pencil. Others were following out some congenial line of effort, perhaps cultivating some special talent. This plan of giving the quicker pupils a little opportune leisure for the growth of individuality deserves thoughtful attention. This lesson was given to fourth-year pupils.

In the same grade a spelling lesson was witnessed. These children get their knowledge of spelling principally from copying, and a very good knowledge they get, as is evidenced by their original compositions. The



SIBLEY COLLEGE.

do not, as a rule, see far beneath the surface. Those tourists who take a look at Niagara between trains, and then dash on under whirling smoke and over steel rails, cannot surely have their aesthetic sense very deeply stirred. And when one thinks of the silent Niagara of living forces for whose warm stream the school forms a channel, open at both ends, receiving, guiding, surrendering, it seems flippant indeed to walk through those

fateful doors, into and out of those character-gardens, with the belief that we are seeing all or much of what is going on there. Nevertheless, if we spend a little time and observe carefully, accident will reveal to us many glimpses into the "true inwardness," of the culture imparted within those walls, and we shall assuredly gather many hints toward the improvement of our own practice. A day spent at Mr. C. H. Gleason's school, New-

exercises are very simple. A little girl wrote the words to be reviewed on the board, and, as fast as she wrote,

her classmates copied them. When all were written,

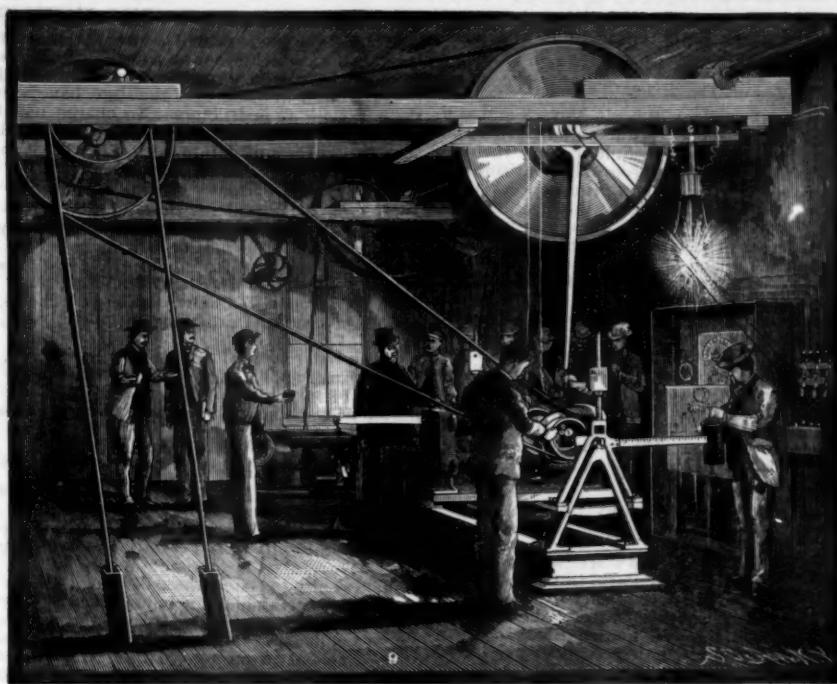
slates were exchanged and the words spelled orally, one

by one, as the teacher called the pupils' numbers. Out

of fifty words only one or two were wrongly spelled,

although even copying is not an art to be acquired without practice.

In a grammar grade a review in spelling was being dictated. Seventeen pupils were at the blackboard and the rest were in their seats. Each pupil at the board wrote his or her number, and beneath it, his or her words. As the teacher dictated rapidly No. 1 took the first word, No. 2 the second, etc. All being supplied with one word, No. 1 took the eighteenth, No. 2 the nineteenth, etc. At length, each had four words.



THE ELECTRICAL ROOM.

The teacher asked, "How many words have we spelled this morning?" The class rapidly multiplied 17 by 4, and most answered 68; but a few sharp observers had detected two repetitions, which reduced the number to 66. Then the words were examined, one by one, and pronounced by the class correctly or incorrectly spelled. The observer remembers but one omission and one mistake, although all were test words.

These pupils being requested to give an exhibition of their skill at rapid map-drawing, as many as could be accommodated again ranged themselves before the boards. It was wonderful to see the outlines of all the continents grow so quickly under the chalk and pencils of these practiced hands, a perfect multitude of maps. If Mr. Gleason's pupils carry with them pictures of the real earth as vivid as those they have of maps, they are well equipped for the reading of history, and for further geographical and geological study.

History is taught in this school by several ingenious methods. In one room, U. S. History is embalmed in a novel sort of blackboard decoration. Each pupil has drawn a rhombus, divided it fancifully, according to his own whim, and written in its several divisions the topics of one administration. All these figures are of the same size, and at equal distances apart. They are ranged in one horizontal row, and connected by lines on which are written the names of the presidents, and the dates of their successions, each in its proper place. The work is done in colored chalk.

Another class has recorded the history of the world by a somewhat similar device. The flags of all nations are there, each bearing a record of the principal events in the history of its people. There is also a historical tree, one branch of which represents discoveries, those of the Spaniards being indicated by yellow chalk, those of the British by red, those of the French by blue, and those of the Dutch by purple.

Another branch outlines, by the same color plan, the history of the early American settlements.

Another tells the story of the French and Indian War, and another that of the Revolution. A "date tree," in white chalk, has a branch for each epoch in the U. S. History, and a twig for every important event, each marked with its date.

The blackboard decoration, throughout the school, is done by the pupils, and some of it is exquisite. Much of it consists of original designs for rolls of honor, historical pictures, etc., and is done in white and black. The black is produced by the application of common charcoal, bought at the grocery.

A good deal of the school work is done by the pupils. The play-ground is entrusted to their government. They preside at the piano during marching, etc. "The discipline is perfect," whispered one of the visitors during a general exercise in marching and singing. Yet no teacher looked austere, and no pupil looked primly conscious that he was in school.

"How do you prevent talking?" Mr. Gleason was asked. "We say nothing about it," was the reply.

Mr. Gleason has discovered "a simple and" effectual method of preventing tardiness. But five of his pupils have been tardy since Christmas, but thirteen were tardy all last year, and but fifteen the year before. The method is this:

At 8:45 the school bell is rung to call into the playground all pupils who may be loitering near. At five minutes to nine another bell calls the primary pupils to their rooms, and the grammar pupils to their several lines in the play-ground. At three minutes of nine the gate of admission is closed and the lines march up. At nine the gate is opened again and the stragglers waiting outside are each presented with a ticket that says, "Late to the line," which he must lay on his teacher's desk on entering his room. These "late to the line" tickets go against the class in competition for the banner, a pretty wall decoration which is awarded each week to the class standing highest in punctual attendance. A pupil who enters school after nine o'clock is counted *tardy*, and of course his class stands no chance whatever for the banner.

Mr. Gleason's pupils make nearly everything they draw. One teacher was in the act of hanging a silk curtain which one of the girls had embroidered after a design of her own.

Another pupil had thrown together indiscriminately, in one large drawing a number of original designs in circles, etc., and had filled in the spaces for a crazy-quilt pattern. Among the manufactures were pocket-books made in paper and leather, after a drawing previously constructed. Also geometric forms, as pyramid, cone, etc., made with paper. Some pretty effects in maps were produced in perforated work. Putty and dough maps were also to be seen, and one cut out of wood.

In one of the higher classes, a scrap-book, hanging on the wall, indicated a good method of treating current topics. A day had been assigned to Bulgaria, and the pupils had that day brought in all the information they could cut from papers, etc., and pasted it in this book. Another day had witnessed a similar compilation regarding Bancroft. Another had been given to Beecher, etc. A pupil with a moment's leisure can easily refresh his memory on some interesting point by lifting the leaves of this scrap-book. "But," says some careworn metropolitan teacher, "he might better be studying something that will help him at examination." Yes, it is too true that, in a few less civilized places than Newark, the scholar's sun still rises and sets in that narrow sky.

Mr. Gleason is justly proud of his corps of teachers, and justly gives them their share of credit for the excellent work done in his school. He believes in giving teachers much scope for individuality. He also believes in the paramount importance of primary work. "Give me my selection of teachers to take the children through their first four years of schooling," says he, "and I will answer for the rest of the course."

Mr. Gleason owns up to a hobby, which is a plan of rapid computation applicable to most arithmetical problems, especially after the principle of inversion is understood. Let us hope that it will soon be given to the world. Newark is surely to be congratulated on its liberal, industrious, and progressive teachers.

SUMMER SCHOOLS.

NATIONAL EDUCATIONAL ASSOCIATION, SAN FRANCISCO, CAL.

Those who attend the next annual meeting, July 17-30, will hear many of the finest speakers and teachers in the country. The final program has not yet been issued, but preliminary notices contain the names of representative educational men and women from every part of the country. The inspiration of hearing and seeing them, and many others who will not take an active part in the meeting, cannot fail to help teachers. Questions of the deepest educational importance will be discussed. In addition to this, the journey to the Pacific can be made a fruitful topic of instruction, long after it is ended. The arrangements for the trip have been so perfectly made that it promises to be an entire success. The reduction of fares on all the roads have placed the opportunity within the reach of very many. California teachers are preparing to give their visitors a warm welcome, and everything is auspicious for the coming meeting.

CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE,
CHAUTAUQUA, N. Y.

The fifteenth assembly of this famous summer school will meet from July 5 to August 28. As usual, superior advantages will be offered in Bible study, college courses, methods in teaching, instrumental and vocal music, drawing, painting, wood-carving, shorthand, type-writing, book-keeping, penmanship, etc.

A partial list of lecturers includes such noted men as Phillips Brooks, Joseph Cook, T. De Witt Talmage, Edward Everett Hale, Henry W. Grady, J. M. Buckley, H. W. Warren, J. F. Hurst, Sam Jones, Noah K. Davis, Helen Potter, Mary T. Lathrop, A. W. Tourgee, James Whitcomb Riley, George W. Bain, Frank Beard, Sam Small, and Wallace Bruce.

The Bible will be studied like any other classic, from a literary and historical standpoint, and the lessons will be given under able instructors. The course will include the study of the Old and New Testaments, including Hebrew history, prophecy, and the life of Christ. Besides this there will be lectures and conferences on topics of special interest.

The College of Liberal Arts, under the supervision of William R. Harper, Ph.D., of Yale University, aims to provide courses in a wide range of linguistic, philological, and scientific subjects, and to offer to the summer student all the privileges of personal contact with instructors, and thorough class drill guaranteed by a college or university. Besides the usual preparatory and college courses in the classics, science, mathematics, and history, instruction will be given in Swedish, Danish, and Gothic, Sanskrit, Zend, and Comparative Indo-European Philology, New Testament, Greek, Hebrew, Assyrian, and Aramaic.

The "Teachers' Retreat," of which Dr. J. W. Dickinson is principal, consists of a three-weeks' meeting of secular school teachers for lectures, illustrative exercises, biographical studies, and scientific experiments. The following is the scheme of instruction:

Psychology and Principles and Methods of Education, Dr. Dickinson.—Illustrative Exercises. Practical application of the principles enunciated above to the teaching of arithmetic, geography, history, reading, language, physiology, etc.—Experimental Science, Dr. J. T. Edwards. Teachers are drilled in the use of apparatus, practical experimentation, etc., in the laboratory.—Kindergarten. Principles taught. Methods illustrated by a class of children.—English Literature. Critical study of Shakespeare. Prof. W. D. McClintock.—The Inductive Method of Teaching Languages, W. R. Harper, Ph.D., of Yale.—Calisthenics. Teaching and practical exercise in the gymnasium. Dr. W. G. Anderson, Adelphi Academy, Brooklyn.—Ideal Foreign Tour—Spain. Five conferences: (1.) History, Geography, Customs of Spain; (2.) Burgos and the Escorial; (3.) Madrid; (4) Toledo and Seville; (5.) Granada and the Alhambra.

Chautauqua, as is well known, is delightfully situated, and furnishes a place for all the pleasures of summer recreation. There one hears many of the most distinguished pulpit and platform speakers, and has the advantages of the best instruction in all branches of knowledge. The place has thus far fully accomplished its aim—the combining of instruction and recreation in pleasant and profitable proportions, and the outlook for the season of 1888 is no less promising than usual. Mr. W. A. Duncan, of Syracuse, N. Y., is secretary of the assembly.

SEASIDE SUMMER SCHOOL, ASBURY PARK, N. J.

The second session of this successful school will be held July 16-August 8. The following brief mention of

departments and instructors only hints at the intellectual feast which will be given. Perhaps no more than the names of the instructors is needed. They are all so well known to readers of educational papers, that no commendation is needed:

Psychology, July 16-27. R. E. White, LL. D., Superintendent Public Schools, Cincinnati, Ohio.

Pedagogy, July 24-Aug. 3. E. E. White, LL. D., Superintendent Public Schools, Cincinnati, Ohio.

Methods in Natural History, July 16-Aug. 3. Austin C. Apgar, Prof. Nat. Sci., State Normal School, Trenton, N. J.

Methods in Botany, July 16-Aug. 3. Austin C. Apgar, Prof. Nat. Sci., State Normal School, Trenton, N. J.

Methods in School Management, July 23-Aug. 3. Wm. N. Barringer, A. M., Superintendent Public Schools, Newark, N. J.

Methods in Geography, July 16-27. Mrs. M. S. Cate Smith, formerly principal of training department, State Normal School, Milwaukee, Wis.

Methods in Arithmetic, July 24-Aug. 3. Principal Wm. M. Giffin, A. M., Newark, N. J.

Methods in Language, July 18-Aug. 3. Principal A. B. Guilford, Jersey City, N. J.; A. H. Kelley, A. M., Boston, Mass.

Methods in History, July 23-Aug. 3. Principal Edwin Shepard, Newark, N. J.; A. H. Kelley, A. M., Boston, Mass.

Phonics, Elocution and Oratory, July 16-Aug. 3. Miss Jessie Eldridge, teacher in Monroe College of Oratory, Boston, Mass.

Methods in Music, July 16-27. Prof. Leonard B. Marshall, Arlington, Mass.

Methods in Drawing, July 16-Aug. 3. Mrs. E. F. Dimock, supervisor of drawing in public schools, Chicago, Ill.

The beautiful situation of Asbury Park, and the social, intellectual, and religious advantages there, should attract many to the school. No better place for rest and recreation can be found on the Atlantic coast. Those who wish to see a full plan of the arrangements for the Seaside School, should address Edwin Shepard, 77 Court street, Newark, N. J., or A. H. Kelley, 208 Lexington street, East Boston, Mass.

SARATOGA AND ROUND LAKE SUMMER SCHOOL.

The committee have arranged fully as attractive a program for the coming session as was given last year at this school. The school of methods will be crowded with helpful courses. Dr. Pratt, of Boston, will give ten lessons on gymnastics, founded on anatomy, in which he will fully explain by illustrations the intelligent use of the best apparatus, and the proper effect of right exercise, and also show how teachers should dress and eat in order to be best fitted for their work. Simple exercises suited to the school-room will be taught and practiced each day. Primary and grammar school reading will receive unusual attention. Special attention will be given to the psychology of teaching. Among the faculty are Messrs. Balliet, Butterfield, Boyd, Allen and Lovejoy. Memory training is to be systematically taught for the help of teachers, by Professor White of New Haven, who has developed a plan which is simple, sensible and practical.

Mr. Chas. F. King, of Boston Highlands, Mass., is the director.

SUMMER SCHOOL OF LANGUAGES AT AMHERST COLLEGE.

The session for 1888 will begin July 2, and continue five weeks. Instruction will be given in French, German, Italian, Spanish, Latin, Greek, Hebrew, Anglo-Saxon, Early English, Syntax and Literature. The instruction is based on the oral, or inductive method, combined with grammar and exercises. The mornings will be devoted to recitations, the afternoons and evenings to lectures, art, gymnastics, or recreation; Saturdays to picnics and excursions. Public receptions will also be held, to which all the members of the school, graduates, and families connected with the college are invited. They are designed to bring teachers and pupils into more free and familiar intercourse, and to offer opportunities for recreation and social culture.

The fundamental idea of this school is to furnish the best instruction in different departments, at the least possible expense to the pupils. The amount of study is entirely optional. The corps of instructors includes many distinguished linguists and teachers of languages from colleges and preparatory schools. The school will be in charge of Prof. W. L. Montague, Amherst, Mass.

SUMMER SCHOOL OF PEDAGOGY, ANN ARBOR, MICH.

The feature of the coming session August 6-17, will be twenty lectures by W. H. Payne, chancellor of the University of Nashville and president of the Peabody Normal College. Mr. Payne is widely known as the author of many standard works on teaching.

This course of lectures is designed to give thoughtful teachers an opportunity to carry forward their studies in the principles of education and instruction, and to assist them in the formation of their opinions on the leading educational questions of the day. The time has come when the field of discussion is being shifted from methods to doctrines and principles; and all who are in a position to speak with authority, such as superintendents, principals, teachers in normal schools, and institute instructors, are under special obligations to become masters of the fundamental doctrines in educational science. It is Mr. Payne's purpose to establish lines of pedagogical thought that teachers can follow out in their after study of the science. Students at the former sessions of this school speak in the warmest terms of the benefit they received from Professor Payne's teachings.

The topics of the lectures will be mostly drawn from Compayne's "Lectures on Teaching;" and it is recommended that the members of the school use this volume as the text-book for the course. A more inspiring book cannot be found in the whole range of educational literature. Full information can be obtained by address-

ing L. C. Hull, Latin Master, Lawrenceville School, Lawrenceville, N. J., or L. R. Halsey, Supt. of Schools, Battle Creek, Mich.

A SUMMER SCHOOL FOR TEACHERS, OLENS FALLS, N. Y.

The fourth annual session will begin July 25 and continue three weeks. The general course offers instruction in psychology, language, English literature, rhetoric, elocution, drawing, writing, geography, arithmetic, physics, economics, history, general primary work, manual training, and physical education. Besides these subjects, special courses are offered in elocution, drawing, physics (construction of apparatus), metal work, wood carving, clay modeling, and physical education.

The faculty is composed of educators of note, and the school offers first-class advantages in every respect. Glens Falls, situated on the Upper Hudson, is a healthful and charming village. Saratoga, Round Lake, Mt. McGregor, Luzerne and Lake George are all near by. Those who prefer the mountains to the seashore, will not find a better place in which to combine recreation with intellectual pursuits. Many testimonials bear witness to the fact that teachers and others are benefited by the excellent instruction given here. The managers are W. J. Ballard, of Jamaica, N. Y., and Sherman Williams, of Glens Falls, N. Y.

THE NATIONAL SCHOOL OF ORATORY AND ELOCUTION PHILADELPHIA, PA.

The summer session of this school will be held from July 2 to August 11, 1888, at Grimsby Park, Ontario, Canada. The place is delightfully situated, twenty-five miles west of Niagara Falls, on the south shore of Lake Ontario. Mr. James E. Murdoch, the well known Shakespearean scholar, author, and lecturer, has recently been elected president of the school. He will spend four weeks at Grimsby Park, giving two lectures each week. His subjects will be from Shakespeare and the Bible. The summer school of oratory offers a most attractive program for those who wish to devote a part of their vacation to self culture. Mr. Chas. C. Shoemaker, of Philadelphia, is manager.

SUMMER SCHOOL OF METHODS, SCRANTON, PA.

This school will be under the management of Miss Leila E. Patridge, whose books on "The Quincy Methods" and "Parker's Talks on Teaching" are well-known. The session begins at the close of the State Teachers' Association, next summer, and is to be an institute rather than a convention, the instruction being in the form of familiar talks rather than stated lectures. Miss Patridge, herself a woman of great ability, with a keen sense of the needs of the schools and teachers of to-day, will be assisted by a faculty of practical educators, who will devote themselves to the best interests of the school. How to make and where to get illustrations, better methods of teaching, combined with the advantages of the normal school, are some of the facilities for self-improvement which Miss Patridge will offer students of this summer school.

There will be departments of pedagogy, technical training in physical education, illustrative drawing, and literature, and a model school.

TONIC SOL-FA SUMMER INSTITUTE, NEW YORK CITY.

A Tonic Sol-fa institute will be held in the rooms of the Industrial Education Association, No. 9 University Place, July 9-23. The principals of the institute are Theo. F. Seward, of New York, and Alex. T. Cringan, of Toronto, Canada, who will have a full corps of assistants to cover all departments. The course of instruction will include the following subjects:

1. The Tonic Sol-fa system, different grades.
 2. Methods of teaching the same.
 3. Voice training.
 4. Harmony and musical theory.
 5. Art of Conducting.
 6. Tonic Sol-fa principles and methods applied to the staff.
 7. Adaptation of the system to the kindergarten by the color system of Daniel Batcheller.
 8. General singing-class in the evening.
 9. Juvenile class in the afternoon.
- Instruction in the different grades will also include preparation for the various certificates of the Tonic Sol-fa College of London.
- The terms for the full course will be \$10.00. Those who wish to make further inquiries may address T. F. Seward, East Orange, N. J.

THE ISLAND SUMMER SCHOOL, MARTHA'S VINEYARD, MASS.

The eleventh annual session will begin July 16. The school of methods will continue three weeks, the academic departments five. The school has twenty departments of study, and thirty instructors take charge of them. It is well organized for fine work, and its teachers are specialists in their work. For information address the President, Dr. William A. Mowry, 50 Bromfield street, Boston, Mass.

SUMMER COURSES AT HARVARD.

Courses of instruction will be given in the following subjects during the summer vacation of 1888: botany, chemistry, French, geology, German, history, physics, physical training, topography. Several of the numerous summer courses to be offered at Harvard in July and August are identical with college elective courses given during the academic year. The plan will enable pupils who wish to study during vacation to graduate sooner, if the proposition to allow summer work to be counted as part of the regular work finds favor with the trustees and faculty of the university. For information apply to Secretary of Harvard University, Cambridge, Mass.

SUMMER SCHOOL FOR TEACHERS, NIANTIC, CONN.

A school for teachers will be held at Niantic this coming vacation, which promises to be of special interest. It is under the patronage of Secretary Hine, and a number of prominent teachers of the state have volunteered their services as instructors. No charge will be made for tuition, and board can be obtained at this delightful shore resort for a moderate price. It will begin July 6.

STATE NORMAL SCHOOL, WINSTON, N. C.

The fourth session of the Winston State Normal School will be held at Winston, beginning July 10, and closing July 27. The faculty will include Prof. William A. Blair, Winston superintendent; Mr. E. P. Moses, Supt. Schools, Raleigh; Mr. M. C. S. Noble, Supt. Schools, Wilmington; Mr. E. C. Branson, Supt. Schools, Athens, Ga.; Mr. John J. Blair, Winston, and Mrs. J. A. McDonald, Primary.

The usual extended course will be offered, and the best of instruction given. Those desiring a summer course of study, which will better fit them for the profession of teaching, will do well to consult the prospectus of this school.

TEACHERS' TRAINING SCHOOL, LA GRANGE, INDIANA.

The La Grange County Normal and Teachers' Training School will commence its session May 28, and continue six weeks. The school is designed to elevate the teaching fraternity of the county professionally, and to offer a careful and thorough review of the common branches; also to enable those desiring to teach to study mental science—which includes science of teaching—and such other of the higher branches as may be desired, where a sufficient number will enter the class. It also offers excellent advantages to those who do not care to teach, but wish to review the common branches, or to begin advanced studies. Its special feature is, however, "to train teachers to teach."

Mr. Lieb, of the Lima schools, will continue in charge of the departments of mathematics and history. Mr. Jackson, of the Rome City schools, will have the department of language, methods and geography. Miss Weir, principal of LaGrange High School, will have charge of mental science and reading. Information of the school can be obtained from E. G. Machan, County Supt., La Grange.

WHITE MOUNTAIN SUMMER SCHOOL.

The course of study offered includes French, German, Italian, Elocution, Art, and Music. Address D. P. Dame, Littleton, N. H., for circulars.

CAMPBELL NORMAL UNIVERSITY SUMMER SCHOOL, HOLTON, KANSAS.

The "summer school" at Campbell Normal University, Holton, promises to be of great interest, and will be largely attended. There will be special instruction in civics, and a lecture by the secretary of the Kansas Council. We regret that a more extended prospectus has not been received by us.

SCHOOL OF EXPRESSION, BOSTON, MASS.

The summer term of this well-known school of oratory opens July 9. The course includes drill for beginners as well as for advanced students of the art. Training will be given so suit the needs of voice, body, and mind in all kinds of delivery, and on the most advanced scientific and pedagogic principles. S. S. Curry, Ph. D., 15½ Beacon street, Boston, will give information to any who wish it.

IUKA NORMAL INSTITUTE, IUKA, MISSISSIPPI.

The summer term of this school begins June 18 and closes July 27. In addition to the regular English studies, the classics and the sciences will be taught. Method and management will be made special features of instruction. H. A. Dean, A.M., is the principal.

AMERICAN INSTITUTE OF INSTRUCTION, NEWPORT, R. I.

The fifty-ninth annual meeting will be held July 9-18, and a most attractive program is offered. The speakers include some of the foremost men in the educational and literary world. Half rates will be given from all the principal cities, and at the hotels and boarding-houses at Newport.

SUMMER SCHOOL OF METHODS, FORT WORTH, TEXAS.

Superintendent Bryant, of Paris, Texas, announces for his summer school of methods eleven experienced instructors in the faculty, eighteen departments, and a model school. Five teachers connected last year with summer schools at Saratoga and Asbury Park will be among the faculty.

WAYNE COUNTY SUMMER NORMAL SCHOOL, HONESDALE, PENN.

This session, from July 16 to August 17, will be the second in the history of the school. It will open with increased facilities for efficient work, more liberal appointments and a better knowledge of the wants of the teachers of the county. It will offer special advantages to young teachers, to those preparing to teach and to any who may wish to improve in the science of teaching and the art of school management, but are unable to take an extended course of training at the State Normal School; and will be conducted in accordance with the best and most approved methods and principles now practiced in the foremost schools of the country. Besides courses in the regular branches, instruction in school economy, purposes of teaching, education as a science and illustrative apparatus, will be given. Mr. Geo. W. Twitmyer, Honesdale, Pa. is principal.

HINTS ON SCHOOL MANAGEMENT.

(From a talk by Prof. S. H. Albro, before the Queens County Teachers' Institute at Jamaica, N. Y. Reported by E. L. Benedict.)

Whether the moral sense is innate or not, does not concern us. We know that it can be cultivated, and although there may be some difference of opinion as to whether it is a part of a public school teacher's duty to teach morals, there is no class of people who have such an opportunity for doing moral work as teachers. In a school where the children come regularly and punctually, where they perform their work cheerfully, and mingle together without quarreling, there is moral training in the highest sense. Such a school is a moral power.

A very important stepping-stone to morality is politeness. You cannot have rudeness in school and do good moral work. See that your scholars greet each other politely in the morning. This will have a marked effect in disciplining the school. See that the pupils know how to offer and receive a favor, and do not allow any rudeness done in your presence to go uncorrected. You will find by paying attention to these things that your school will be much more easily handled. It is much better to begin with courtesy, than to wait until something bad has happened.

Love is the greatest power in school management, not only the love of the teacher for the pupils, and theirs for the teacher, but the love of the pupils for each other.

There are two kinds of love, one I call soft love. I knew a primary teacher once, who exercised this kind of love. She had about sixty pupils, and every morning when they came to school they were all kissed. They were kissed again at recess when they went out, and again when they came in. For a while that teacher was very popular. She was far more liked by the pupils and parents than Miss B. who was a much better teacher. But when the term closed, the children in her class were not promoted. People began to inquire why Miss A.'s pupils were not advanced as well as Miss B.'s. Gradually they found out that she was not a good teacher and in spite of her popularity, she was dismissed after two years.

Genuine love is a regard for the best interests of the children, and where a teacher really has that, the pupils soon find it out. If you have that kind of love, you can do anything you want to with your pupils. It is above everything else as a power for discipline. If you haven't this, there is no use to try to make believe you have. The children will soon find out whether you have it or not; you cannot deceive them.

Sometimes agreeable means will not serve, and we must resort to punishment. Of the various kinds of punishment, that of the body is the lowest kind. It ought never to be resorted to. Some advocate using it as a last resort. If by this they mean to use every other kind of punishment first, I agree; but not if it is intended to refer to time. I would never use corporal punishment. I know that I could find other means. (Here reference was made to a paper on punishment, which had been read before the institute by one of the teachers. It advocated punishment in keeping with the nature of the offense, and this Prof. Albro warmly endorsed.) One thing must never be allowed by any teacher who would have a good school, and that is *impudence*. If you let that pass you are fated. A teacher once asked what he should do if a pupil swore at him. The answer was "resign immediately." That might be modified a little, for the swearing might be done on the first day, before the teacher has had a chance to make himself felt; but if it happens after you have had the school a week, resign at once. There are other things you can do besides teach school. If a pupil is impudent, he must either promise never to repeat the offense, or leave school and not come back until he is ready to show contrition.

The trouble with most young teachers is, they are too timid. They are afraid to resort to severe measures when such are necessary, for fear the trustees won't sustain them.

It is a mistake for teachers to depend upon the prin-



CURRICANTI NEEDLE.

ON THE DENVER AND RIO GRANDE R. R.

pal to govern the troublesome ones. Every time a teacher sends a pupil to the principal, she weakens her influence. The practice of compelling pupils to make a public apology is bad. What is the use of subjecting them to such humiliation? We want our pupils to have some pride, but such a course breaks down all pride. A boy or girl with any spirit is injured by being compelled to make an apology. If he is moved to do it of his own accord, that is another matter. But if a pupil will assure you in private that his offense will not be repeated, that is enough; he should not be humiliated.

When some severe punishment seems to be necessary, it is a good thing to have a trial. There is no more impressive thing than a trial in a court-room. When a prisoner is about to be convicted, the most solemn words the judge uses are, not his sentence, but the words, "You have had a fair and impartial trial."

It will have a good moral effect upon the school to have all feel that the offender has had a fair trial. He has had a chance to tell his side of the story, to say all he can for himself. But the punishment, if it must be corporal, should never be given in public, for the same reason that the state does not allow such punishment to be public. It has a demoralizing influence. Frequently there will be in the school, children who have never seen a blow struck. They should not be compelled to witness such scenes.

Teachers should be careful about showing suspicion. I would rather be deceived myself one hundred times, than to wound the feelings of a sensitive child, by showing that I doubted his word.

WHAT IS THE SECRET OF HIS INFLUENCE?

Professor Drummond tells this story about Mr. Moody: "When Mr. Moody returned to Northfield, the Unitarians and Roman Catholics of the place gave him the cold shoulder; even his own mother and brother, who were Unitarians, would not receive him. But by living a kindly, Christian life, he has won the whole town of Northfield to his feet. When the Roman Catholics asked him for a subscription, he not only gave them one, and Mr. Sankey, too, but also presented them with an organ. The effect of that action has been marvelous, and now every Roman Catholic in the place would lay down half his life for Mr. Moody. The priest blessed him from the

altar, and told the people that if ever Mr. Moody wanted to build a church they were to drag down stone for him from the mountains. This they had actually done, and Mr. Drummond saw piles of stones lying about on the site of Mr. Moody's contemplated church. Thus he gets hold of the people by being kind to them and living down their opposition."

THINGS OF TO-DAY.

The United States Supreme Court before adjourning till October next handed down a large number of decisions.

The attorney-general of New York has been asked to begin proceedings against the sugar "trust."

Count Stroganoff, a relative of the Czar, was captured in Asia Minor by a tribe of Kurd nomads who demand an immense ransom.

President Cleveland received an invitation to attend the unveiling of the memorial to Christopher Columbus in Barcelona harbor June 1.

A Frenchman has attempted to prove that Marshal Bazaine was not a traitor, that he was not guilty of cowardice and that the poor old soldier has had to bear for eighteen years the whole brunt of French defeats in 1870-71.

The citizens of London urge the government to deal without delay with the question of the defenses.

New York will have the first training school for male nurses in the country. It will be in a building on the Bellevue Hospital grounds.

A deputation of the House of Commons asked Lord Salisbury to protect trading and to suppress slave-dealing in the Soudan.

An oil tank at Oil City was struck by lightning, causing a fire that threatened the whole town.

The Court of Queen's Bench declined to allow the application of the London *Times* for permission to have the banking accounts of the Land League and National League inspected.

A Russo-Swedish commission has been appointed to survey and define the boundary line between Sweden and Finland. The work will occupy three months.

The Chinese Ambassador at the Court of St. James has protested against the exclusion of Chinese immigrants from Australia.

At the closing meeting of the Western Unitarian Conference at Chicago it was resolved that the close relations between the Unitarian, Universalist, and Independent churches be recognized by yearly state conferences.

Mississippi levees gave way near Hannibal causing great damage.

The Parliamentary committee, which has been making an investigation concerning the work of trade combinations in Canada, will introduce a bill providing that it shall be a misdemeanor for any person to enter a combination for the purpose of raising prices or restricting production.

The government of the United States of Colombia has issued a decree for the regulation of the press in that republic, which leaves scarcely as much liberty as is allowed under the monarchical governments of Europe.

World's fairs are in progress at Barcelona, Bologna, Copenhagen and at Kensington.

The Irish Catholic members of Parliament have protested against the action of the Pope in reference to the National League.

The Excelsior Geyser in Yellowstone Park is now in operation. It sends an immense column of water to a height of from 100 to 300 feet.

The Sultan of Turkey has ratified the International Suez Canal Convention.

A party of tithe collectors and police were attacked by a mob at Llanfihedd, Wales, and in the conflict that followed thirty-five persons were injured, seven of them seriously.

FACT AND RUMOR.

Ex-President McCosh, of Princeton College, still keeps his house in town, and is as studious and hard-working as ever. He does ten hours work a day, and in vacations from two to five hours working and thinking. While writing a book he walks five miles each day, thinking much, of course, while walking.

Emperor Dom Pedro, of Brazil, has the consolation that the final abolition of slavery has been accomplished.

Prof. Elliot Coues, the ornithologist, is engaged at the Smithsonian institution preparing the natural history works that are to be used in the new Century dictionary.

While the late Matthew Arnold was in Baltimore, not very long ago, a young woman asked him to write in her autograph book. Above his name Mr. Arnold inscribed the following sentiment: "Not for this age nor for this people sing."

Miss Minnie Freeman, the young Nebraska school teacher whom the blizzard made famous, has decided to make California her home. She received \$2,700 in cash from the subscriptions raised for her benefit, besides watches and jewelry.

Francis Murphy, the temperance revivalist, attributes much of his success to the fact that while speaking he never permits himself to say a harsh or unkind word about the drunkard or about the saloon-keeper.

Mrs. Harriet Beecher Stowe finds efficient assistance in writing her autobiography in the person of Mrs. McCray, a friend and neighbor.

Sir Morell Mackenzie's fee for his attendance on the German Emperor has been fixed at 60,000 marks (\$15,000 per quarter, or any part of a quarter). This is equivalent to the sum of \$60,000 per annum.

For purity, strength, economy, and curative power, Hood's Sarsaparilla has no equal. Try it.

EDUCATIONAL NOTES.

CALIFORNIA.

LOS ANGELES COUNTY TEACHERS' INSTITUTE, LOS ANGELES, APRIL 20. After an earnest address of welcome by Supt. W. W. Seaman, of Los Angeles, Pres. J. N. Keran of the county board of education spoke on the duties of teachers to their pupils. "Are we leading them in the path which will ultimately reach that exalted plane of citizenship demanded by our present civilization? To them must fall the task of adjusting the difficulties growing out of the labor question, sectional prejudice, political 'bossism' and party machines. The profession, also, imperatively demands not only a knowledge of the 'what' but of the 'how' of teaching. Careful psychological study and preparation for industrial training work, are among the necessities for teachers of the present day." The first day's session closed with an able article on "Music in Common Schools," by James A. Foshay, late of Carmel, N. Y.

The following days were devoted to section work. In the primary, Miss A. Foster of Santa Anna, a Potsdam graduate, discussed methods of reading. The best results come, in her opinion from a combination of the word, sentence and phonic methods. Care must be taken lest the children imitate without trying to understand. Pres. Keran in speaking on "Number," advised the use of rulers and measures in primary work, and a constant drill in the right use of language. Miss Esther McCleave, of Pasadena, spoke on "Modeling and Drawing for the First Year of School," illustrating her methods by a very interesting class exercise. Two lessons in modeling were given to a class of fifteen little folks, strangers to Miss McCleave, who had never received any instruction in form. The skill of the teacher in conducting them, and the enthusiasm of the children in this actual work of learning, with hand, ear and eye, the forms of the sphere and cube, furnished one of the most instructive exercises of the week. These lessons were supplemented by a brief explanation of the methods of drawing in use in the Pasadena schools, by Supt. E. T. Pierce, of that place. "Color, How and What to Teach," was discussed by Miss Foster and Miss Laura Duncan, of Pasadena, illustrated the use of the "number card" which was spoken of in the JOURNAL some weeks ago. The use of the molding board in geography work was illustrated by Miss Minnie Perley of Los Angeles, and uses of other important aids to the subject, pictures, stories, travels, etc., were ably reviewed by the same lady. Geo. D. Howland of Los Angeles presented a paper on "Fractions." He advocated the commencement of this subject as early as the first year, using the object method and gradually developing such fractions as are in common use. E. T. Pierce, of Pasadena, spoke on "Compound Numbers." He argued that as we endorse the Grabe Method of teaching collectively, addition, subtraction, &c., because we now acknowledge "the better way" of early introducing elementary instruction in science, instead of leaving it, as formerly, to high schools, so we should early call attention to the every-day subject of denominations.

Teach the most familiar measures of distance, capacity and weight objectively, and make them the basis of arithmetic work. Teach fractional parts at the same time; instead of the weary, never-ending drill in abstract numbers, ask pupils practical questions in weights and measures. Omit apothecaries and troy weight, and in California dry measure as well. Discard the book method for carpeting rooms. Use cancellation wherever possible.

In the grammar department, Miss Emily A. Rice gave, from her experience of forty-one years in the school-room, many helpful and valuable thoughts. Her topics were reading, composition, and drawing, to which were added, incidentally, much of a general character equally instructive and often overlooked, viz.: the use of vacations in brightening and broadening the teacher's horizon, the avoidance of fret and worry which, rather than work, wear out a teacher's nerves, and the careful cultivation of cheerfulness and good health—things indispensable to the teacher's best work.

Mrs. T. Coleman, of Pasadena, in a thoughtful and comprehensive paper on "Physiology," carried her subject with rare skill and beyond the narrow groove of mere physical science, into the higher realm of moral enlightenment and social reform.

The subject of U.S. History was assigned the prominent place it deserves upon the program of three different days. Its discussion however, revealed the too common lack of a clear grasp of the subject, a keen discernment of essentials, and a skill to lead (never if!) in the direction of just conclusions and noble ideals. One speaker would have us sit like children by a brook side, tossing pebbles to each other in a series of historical query cards. Another would plunge into a single phase of the subject, as into a deep pool, and spend a term in exploring its mysterious depths. The true teacher would do neither. He is to his class a skillful pilot, tracing, as along a noble river system, the majestic sweep of human events. A ringing extempore speech by Fred H. Clark, Prin. of Los Angeles high school, gave point to "the moral" of this discussion, which it also closed. Valuable work was presented by Miss Monke of the State Normal School on the subject of "Entomology," and in "Natural Philosophy and Physical Geography," by Prof. Dozier of the same institution, while the president of the school, Prof. Ira More, gave a very helpful talk concerning "Moral Culture." Book-keeping was presented by F. E. Little, Pomona; in the discussion it was decided that this subject should be delayed until the ninth year of school-work.

In the "general assembly" the important topics of "Temperature Teaching" and the abuse of "Narcotics and Stimulants" were introduced by Mr. Plumley of Los Angeles and awoke a spirited discussion. The program of the "Teachers' Reading Circle" for this state, was the basis of a most interesting exercise. It introduces some of this year's work of the Los Angeles Reading Circle, and embraces an excellent criticism of Ruskin's "Sesame and Lilies," many personal reminiscences of Gen. Lew Wallace, and an unusually fine review of his famous novel "Ben Hur."

Among the closing exercises of the institute was an impromptu talk concerning the National Teachers' Convention. The general feeling seemed to be, that although we could not expect the work of our "prentice hands" to compare with that from the skilled fingers of our older sister states, yet Los Angeles county at least, would come to San Francisco, not abashed and empty-handed,

but bearing her offering of first-fruits, in sincerity and hopefulness of heart, to the great, educational harvest feast.

Pasadena.

CONNECTICUT.

EX-TEACHER.

At a recent meeting of the Bridgeport board of education, Rev. John S. Lindsay, D.D., Col. S. B. Sumner, and Dr. N. E. Worden were appointed as judges on the speaking for the Barnum prizes. The date of the contest was fixed for Tuesday, June 5. The schools were ordered closed on Friday, June 1, to enable the teachers to attend the meeting of the county association, which will be held in high school hall, June 1 and 2. Rev. D. J. Cremin was granted leave to withdraw his petition asking the board to take his parochial school under its charge. A numerously signed petition from the residents of the Fifth ward asking for additional school facilities was referred to the committee on schools to investigate the report at an adjourned meeting next Monday evening. The resignation of Morris B. Beardsley as member of the board was accepted. A. M. Talmadge is spoken of as his successor. The resignation of Irene M. Parker, assistant in room 1 Grand street school to take effect June 1, was accepted. Miss Lillian Pond of the training school was appointed to fill the vacancy.

The petition of Father Cremin of the St. Augustine Church, that the board of education furnish teachers for the parochial school connected with that parish, was finally settled by the board, the petitioner being given leave to withdraw. In thus declining to consider the petition favorably, the board has done that which will, we presume, meet the views of a great majority of the citizens of Bridgeport. Some years ago the board made a similar reply to a like request from a Protestant institution, and having thus put itself on record and assumed a conservative position in such matters, it does well to reaffirm that position at this time. The board acts consistently and without partiality, and its action will meet with very general public approval.

NEW HAMPSHIRE.

The town report of Jaffrey contains an appropriate reference to the sudden death not long ago of Miss Sarah E. Robbins, a school teacher. The deceased had taught in that town for 25 consecutive years, while her entire life as a teacher covered 40 years. Her age was 60.

Antrim has appropriated \$2,500 for the erection of a new school house in the Clinton district.

Mrs. W. H. Harmon, of Meredith Center, has been elected a member of the school board of that town. O. R. Eaton, Esq., succeeds George Hoyt as treasurer of the board.

The new three-story building for a parochial school at Suncook is now occupied. There are six teachers.

South Hampton expended \$157.50 for the support of a school last year, with an average attendance of three pupils in the town.

Chester will this year grade its village schools.

Milan has voted to build six new school-houses.

Melvin C. Gregg has been appointed a member of the Goshen school board to fill the vacancy caused by the resignation of Rev. Josiah Hooper.

ELLEN A. FOLGER.

ONTARIO.

The annual meeting of the North-West Wellington Teachers' Association will be held in Drayton, May 31 and June 1. The program contains many interesting subjects to be discussed. James McMurtrie, B.A., is president of the association.

SOUTH CAROLINA.

Wofford College, Spartanburg, is reported as enjoying a session of unusual encouragement. The fitting school, recently established, has proved to be a great success. Preparations are being made for the approaching commencement in June. Rev. J. H. Vincent, D.D., of New York, will preach the commencement sermon. State Senator Giles J. Patterson, Chester, will deliver the address before the Calhoun and Preston literary societies.

Dr. Henry E. Shepherd, president of the college of Charleston, has been invited to prepare an essay for the National Educational Association at San Francisco. He has had to decline on account of previous engagements to lecture before the teachers' association at Oswego, N.Y., and also before the teachers' association at Asheville, N.C.

Prof. J. R. Mack, Aiken, is reported as doing well with his school.

The Bookhart school, Elleroy, Orangeburg county, has enrolled 104 pupils.

County School Commissioner Stiles R. Mellichamp, Orangeburg, has begun to exhort his teachers as to their duty in connection with the coming county normal institute. He promises to do his part to make it the best institute the county has ever had. Ninety per cent. of the teachers of the county attended the last institute.

The annual address at the coming commencement of the South Carolina University will be delivered by Col. W. L. Trenholm.

Rev. A. L. Patterson is teaching at Mount Carmel, Abbeville county.

The Bethel Academy, Woodruff, Spartanburg county, one of the oldest and best known schools in that section of the state, is in a flourishing condition. F. B. Woodruff is principal.

J. H. McKinney, colored, has been employed by his patrons to continue one month his school in Bates township, Greenville county. This is the second colored school in the county whose patrons supplement the public school fund. Greenville county employs sixty colored teachers. The sessions average 8 and 10 months.

Dr. Marshall, pastor of the Baptist church, Anderson, will preach the sermon; and Rev. W. D. Kirkland, editor of the Southern Christian Advocate (Methodist), Columbia, will make the address at the commencement of the female college, Laurens.

Prof. F. C. Woodward, of Wofford College, Spartanburg, has accepted an invitation to deliver the annual address before the literary societies of Newberry College at the approaching commencement.

Prof. A. Coke Smith, financial agent, is said to be meeting with gratifying success in his efforts to raise money for the repairs of Wofford College.

Messrs. T. C. Gower, H. T. Cook, and J. F. Dorroh, committee of the school board, Greenville, have advertised for bids on contract to build two new houses for the city graded schools.

Greenville. State Correspondent. SUPT. WM. S. MORRISON.

VERMONT.

Messrs. Munson, Brainard, and Lamson, the commission appointed to investigate the workings of the present common

school system, and recommend desirable changes to the next legislature, have lately visited several towns in the state for that purpose, some of them thriving business places, others what may be denominated "back towns." They met and consulted with the leading citizens of the towns visited. In nearly all cases the citizens who attended were favorable to the town system, personally, but realized that as yet it is beyond reach. The idea was unanimous that text-books should be uniform, if not in the state, at least in the counties, and should be owned by the town and loaned to the student. Also that there should be some sort of a county examination board, which would remove all suspicion of favoritism, and select all desirable candidates for certificates, and thus compel committees to hire properly-qualified teachers at a proper salary. Hon. J. L. Edwards made a strong plea for the academy, and suggested that one be maintained in each county that should receive the tax from the grammar school lands, and have a fund raised by a direct tax on the inhabitants of the county. Here teachers could be qualified the same as at a normal school. The above suggestions are all good, but we would add one more, the desirability of a county board of supervision. Until that has been reached, our schools will not be up to anything like a first-class standing.

Perkinsville. State Correspondent.

B. H. ALLBEE.

NEW YORK CITY CORRESPONDENCE.

AN IMPORTANT DEMONSTRATION.

On Tuesday evening, May 29, at the hall of the Young Men's Christian Association, corner of Twenty-third street and Fourth avenue, there is to be an occurrence that ought to have, and doubtless will have, an important bearing on the interests of musical education. It is a demonstration, free to the public, of the results of a course of instruction (thirty lessons) in the Tonic Sol-fa system with a class of children, and one of adults. The scope of the work to be illustrated is so broad that it can only be shown by printing a schedule of the points to be treated.

The exercises of the children will consist of:

1. Singing various intervals, showing familiarity with the scale in all keys.
2. The tones by chords.
3. Chromatic tones.
4. Recognizing tones and phrases by ear.
5. The principle of modulation.
6. Analyzing time-forms.
7. Two-part singing.

The adult class will show the results of the same educational process carried to a much more advanced stage, as follows:

1. Chromatic tones with difficult intervals.
2. Modulating in every possible order, as from four sharps to four flats, etc.
3. "Pitching tunes." Finding all keys from C.
4. Singing major and minor chords.
5. Singing the Dominant 7th with its resolution.
6. Changing the Dominant 7th to the Diminished 7th; resolving to the minor, with a closing cadence.
7. Singing the three forms of the minor scale (natural, harmonic, and melodic).
8. Recognizing tones and phrases by ear, diatonic or chromatic.
9. Analyzing time-forms.
10. A sight-singing test, showing the process of learning new music without instrumental aid.
11. Application of Tonic Sol-fa principles and methods to the staff.

The classes will have been taught, and the demonstration is to be conducted, by Prof. Theo. F. Seward. In his prospectus he states: "The object of this demonstration is not to show the skill of any particular teacher, nor the exceptional acquirements of any particular class, but to reveal the possible work of all teachers and all classes through the educational power of a natural notation."

In addition to the class exercises, a number of pleasing choruses will be rendered, and the "Tipaldi Mandolin Quintette" will perform several selections. The occasion will therefore be entertaining as well as instructive. Tickets may be had gratis at the warehouses of Messrs. Biglow and Main, 76 East 9th street.

Attendance is especially desired on the part of editors, teachers, clergymen, philanthropists, managers of orphan asylums, and other institutions for children.

The remarkable testimony that has been printed in the SCHOOL JOURNAL lately seems to indicate beyond any doubt that Tonic Sol-fa is the coming method for schools. This demonstration will afford a desirable opportunity for satisfying the minds of those who have not yet investigated the subject. We do not know what means will be used to limit the issue of tickets, but those who wish to secure them will do well to apply without delay.

Prof. John Kennedy will meet the teachers of the Mutual Improvement Association at No. 9 University Place next Monday afternoon (May 28) at 4.30 p.m., and talk to them about "The English Language in Education."

The board of education is still debating over the re-election of John Jasper. At the last meeting Commissioner Sprague proposed Principal John G. McNary for superintendent, and commanded him as one who would make an ideal superintendent. He charged Mr. Jasper with not doing his duty, and it was declared that a teacher who was immoral had been retained with his knowledge. A committee was appointed to look into the matter, and the election was postponed for a week.

The JOURNAL is a means I cannot excuse myself from omitting in my improvement. It lets me know what my peers are doing everywhere. I feel that I am not alone in the work I have devoted myself to; and I see how others feel also. It is a paper that has life and helpfulness for the teacher.

Philadelphia.

C. P. ADAMS.
I must add to the words I have already written, hearty praise for the JOURNAL. It is my idea of a good paper for teachers. I have taken it for four years and feel that I have derived great benefit.

New York.

D. M. G.
The JOURNAL is a grand help. Here is the money for a renewal, that tells the story.

E. D. P.

LETTERS.

SCHOOL SONGS.—I thought I had discovered quite a mine when I found a list of new songs in a recent JOURNAL. I decided to try the first one at once. The air, "There is a Tavern in a Town" was perfectly familiar, and the words, as a whole, good,—so I thought. I had some misgivings about the first verse, so when I had sung it through for the children I was not so much surprised, perhaps, as Principal Maclure would have been at the result. There followed first a dead pause, and then a burst of righteous indignation from the boys. "It isn't fair, Miss M. They're always writing nice things about the girls, and bad things about the boys. We don't want to sing that." So we didn't.

After school, as I thought it over, I was convinced that as far as our school is concerned, the boys were right. They ought not to be expected to want to sing songs about their own short-comings.

So I took my pen in hand, and after a little thought produced the verse inclosed. If Principal Maclure could have seen the look of pleased satisfaction with which my effort was received the next morning, I think it would have done his (presumably) stern heart good.

"And why is it, boys," said Mrs. C., "that you like Miss M.'s verse so much better than the other one?" "Because," said they, with one accord, "the boys can be just as good as the girls can."

There is a scholar in our school,
In our school,
Who hardly ever breaks a rule,
Breaks a rule.
He's such an earnest, bright, attentive lad,
He always makes his teacher glad.
He's the merriest on the playground,
Yet the first to hear the bell sound;
Boys and girls and teachers love him,
I am bound to say.
O if you want to be a man,
Be a man,
Just be as faithful as you can,
As you can.
When in the school room or at play,
Make others happy all the day.

MINNIE L. CLARKE.

THE IMPORTANCE OF PHYSICAL TRAINING.—Now that the board of education has shown appreciation of the importance of manual training, may we not hope that it will soon give a little attention to physical training, a branch of education of still greater importance, especially in large cities.

We have among us many successful lawyers, merchants, teachers, physicians, in fact men of all vocations, who, like Lincoln, Greeley, Chase, Garfield, and many more, acquired the ability to sustain mental effort, by the physical exertion which was a necessary part of their early struggle for a livelihood.

These men, rising above the necessity of hard muscular work, beget sons and daughters at a time when their mental faculties are kept continually alert, and their physical powers neglected.

When these sons and daughters arrive at maturity, they generally show little of the energy and ambition that characterized the parents, and we often hear the latter complaining of the laziness and shiftlessness of their children.

But in truth this laziness is not a moral, but a physical fault, and is the natural consequence of the careless living of the parents, and the imperfect education of the children.

Our nature is threefold; physical, intellectual, and moral; and both intellectual and moral faculties depend, for working force, on the physical condition.

Such parents as I have described are apt to place a high value on intellectual training and book knowledge, because they found these difficult of attainment, while the physical training, to which they owe their energy, having been forced upon them, is usually undervalued.

They are, therefore, careful to send their children to school, or to provide tuition at home for them; they use every means in their power to stimulate them by the desire to excel their comrades, by prizes, etc., but pay little or no attention to physical development.

In our large cities, opportunities for outdoor games are few, there is little to induce children, especially girls, to take exercise for amusement, and there is not much outdoor work, such as furnished the parents with physical exercise. This fundamental branch of education is therefore almost entirely neglected. The effects are to be seen every day by those who take the trouble to observe. A precocious development of the intellect gives us an abundance of bright, vivacious children of tender age. This is soon followed by a premature awakening of the sexual powers and passions, and then by an early decay of both mental and moral force, consequent upon a lack of physical development.

We have only to look around us to see a constantly increasing number of young men and women, fairly educated, and naturally intelligent, but so sadly deficient in energy, that without constant aid from parents and others, they are unable to make any way at all in the battle of life. And this number must continue to increase until more attention is devoted to the proper development of the body.

FRANK A. TAGLIABUE,
Gram. School No. 74, N. Y.

VACATION TRIPS. NO. 2.—I have recently taken two cheap excursions, very suitable for parties of teachers or of students, outline sketches of which I will here give. The first is to the South; the second, to the North.

TRIP TO THE SOUTH.

Starting at New York City proceed by steamer to Savannah, Georgia, at which place spend one day. Thence by rail to Atlanta, Ga. There visit the Granite Mountain (Stone Mountain.) Thence, proceeding on the Air Line Rail Road, visit Dahlonega with its gold mines. Then a little farther on, the wonderful falls and canon of Tallulah. Thence by rail to Walhalla, S. C., an old German settlement. Thence 30 miles by stage to Highlands, N. C., a region wonderful for high mountain peaks, beautiful waterfalls, and a *wonderful flora*. Here you must not fail to visit old "Whitesides," a mountain with a perpendicular side of 1,800 feet, and the Falls of Calyssaja. The region about Highlands is a grand place to botanize. It is so cool here, that fires will be needed every night, and winter clothing will not be uncomfortable. From Highlands proceed by stage 20 miles to Franklin, and look in upon the summer normal school. From this place, you must by all means visit the Bald Warrior Mountain, distant nine miles. This is the mountain which bellows and quakes at intervals. It is a "bald," and will repay a visit. You should leave Franklin in the afternoon, and spend the night at Mr. Slagel's, whose excellent house is at the foot of the mountain. You should make an early start for the ascent, which will take all day.

Returning to Franklin, proceed to Webster, 24 miles by stage. Always ride in an *uncovered wagon* in these mountains. It increases the delight greatly to so ride in the exhilarating atmosphere, amid such grand mountain scenery. From Webster you should go west by rail a few miles and visit the remnant of the Cherokee Indian nation, still remaining in North Carolina; of these there are about 2,000 in number. They live in their original home, and are in good circumstances. The visit is worth making.

Returning, go direct to Asheville by rail. I do not think it will pay to stop there, although it is the Athens and metropolis of all this mountain region, but we are after nature's glories only now. I would pass Asheville a few miles, I think 10, to Black Mountain. Here stop and make the ascent of Mt. Mitchell, the highest peak of the Appalachian system. This ascent can be made for about \$10. Return to Asheville and proceed by rail to Morristown, Tenn., thence by rail to Jonesboro, Tenn., at which place you take a branch road to the Cranberry Iron Mines, said to be the richest in America. On the way you pass the noted Roan Mountain, the flora of which is celebrated all over the United States. While in this region, you should visit the primitive forges, in which iron is reduced from its ore in the simplest way possible. Thence, returning to Jonesboro, proceed next by rail, passing successively Weyer's Cave, the Natural Bridge, the Luray Caverns, Harper's Ferry, Gettysburg, Philadelphia, and New York.

This journey can be made in four or five weeks, and at an outlay not much over \$100. It is a valuable trip. It may be varied by proceeding to Washington by rail. After a visit to Mt. Vernon, proceed by boat to Norfolk. Here visit Yorktown, 20 miles distant, Williamsburg, and Jamestown. Also make a trip by boat to Richmond. Returning to Norfolk, visit the Dismal Swamp and Cape Hatteras. Thence by rail to Atlanta, and continue as given above.

TRIP TO THE NORTH.

Proceed by rail to Watkins Glen, and give it a careful study. Thence by steamer to Geneva, there examine the old lobe beaches. Thence to Rochester, where visit the Falls of the Genesee. Thence by rail to Niagara Falls. Here an excursion ticket can be purchased over the Grand Trunk R. R. to Portland, Me., and return, for \$20, good to stop off at all points, and passing through the following points, viz.—Toronto, (stop a day)—through the Thousand Islands to Montreal by steamer, stop a day or two in the Islands and at Montreal; visit also Ottawa. Thence to Quebec, thence to the White Mountains. Here spend at least two weeks in pedestrian tours; thence to Portland. Visit Old Orchard Beach, thence return as you came, or by way of Boston, Providence, New Haven, to New York. I omitted to say that from Quebec one should not fail to take a trip by steamer to the wonderful Saguenay River—and also to the falls of Montmorenci four miles distant. Either of the above trips are worth a term of schooling to a pupil, and of the greatest value to the weary but enthusiastic teacher.

Bucknell University.

G. G. GROFF.

EXAMINATIONS.—What do you think of examinations? Give reasons.

JAMES M. SMITH.

Examinations rightly conducted are good, though they can never test the moral qualities, the action of the mind, and the motives of the soul. If the examinations are prepared by the teacher, as they should be, every lesson should be one essential part in the term's work, the review should be simply a broad outlook over the ground gone over, and the aim of examination to find out how the child's mind has grown in the power of thought, observation, and judgment. All other examinations make the means the end, and do more harm than good.

BOOK DEPARTMENT.

NEW BOOKS.

IRISH WONDERS. Popular Tales as told by the People. By D. R. McAnally, Jr. Illustrated by H. R. Heaton. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. \$18 pp. \$2.00.

The chapters composing this book, are an effort to present a phase of unwritten Celtic literature, in the form of stories, peculiar to Ireland, originating in a single fact, but being told and re-told, are amplified into connected dramatic history. The material of which the stories are made, was collected by the author, during a recent lengthy visit in the course of which he traversed the island from end to end, and had constant intercourse with the peasant tenantry. They include ghosts, giants, pookas, demons, leprechauns, banshees, fairies, witches, widows, old maids, and other marvels for which the Emerald Isle is famous. From this alarming list of subjects the author furnishes the reader with fourteen wonderful stories, the best one, being the first,—"The Seven kings of Athenry." The illustrations are purely original in design, and give a marvelous charm to the wild, fanciful, stories.

WHAT MEN LIVE BY. By Count Lyof Tolstoi. New York: T. Y. Crowell & Co., 18 Astor Place. 30 cents.

In the form of a parable, this reproduction from "The Long-Exile," is a story by the Russian Count, written for his peasant friends and neighbors. It tells, in Tolstoi's own way, of an angel who was condemned to live among men until he had learned what is in them, what is not given to them, and what they live by. It is purely Russian, with Russian names, and written as no one but Count Tolstoi writes. The sentences are short, concise, full of meaning, and each one tells a story in a few words. The book is tied with ribbon, has heavy paper covers, white and gilt, the type is clear, and the entire book has a pretty appearance.

AN ELEMENTARY GEOGRAPHY OF THE BRITISH ISLES. By Archibald Geikie, LL.D., F. R. S. London: Macmillan & Co., and New York. 127 pp. 30 cents.

This little work, by its eminent author, has been prepared in accordance with the plan of instruction, advocated in "Teaching of Geography," and is designed for children who have already some knowledge of geography. As a special work upon the British Isles, it may be found useful as a reference book, containing as it does, so much in a small space. Form, size, climate, plants, animals, population, products, industries, commerce, and internal communications, are all discussed; and, in a condensed form, made of real practical use.

HISTORIC WATERWAYS. Six Hundred Miles of Canoeing Down the Rock, Fox and Wisconsin Rivers. By Reuben Gold Thwaites. Chicago: A. C. McClurg & Co. 298 pp. \$1.25.

The author of this book has proved in a most delightful and instructive manner, how useful a summer vacation may be to himself and the world, if only turned to practical account. In our own country especially, where there is so much to be learned from nature, summer vacations, taken by the thoughtful and intelligent, might be made a means of education to hundreds less fortunate, stay-at-home people. This volume is the record of six hundred miles of canoeing experience on historic waterways in Wisconsin and Illinois, during the summer of 1887. The author reminds his readers that in preparing this account of his travels, there has been no attempt at exaggeration, or fancy picturing, but a simple statement of what he has seen and done, in passing along through his daily experiences. The Introduction tells what kind of canoe to use for such a jaunt, and describes his own, thirteen feet in extreme length, with three and a-half feet beam, easily portaged, holding two persons comfortably with seventy-five pounds of baggage, and drawing but five inches of water. Many other interesting things are found in this Introduction. A table of distances by water is given, based upon the most reliable local estimates, verified, as far as possible, by official surveys. Following this table, comes the journey down the Rock River, including among its chapters, The Winding Yahara, An Illinois Prairie Home, An Ancient Mariner, and Storm-bound at Erie.

"The Fox River (of Green Bay,") consists of six letters, full of life and interest, giving the reader a perfect picture of scenery and river travel. "The Wisconsin River," in its five chapters, gives, Alone in the Wilderness, The Last of the Sac, A Panoramic View, Floating through Fairy-land, and the Discovery of the Mississippi. The book all through is intensely interesting, and can hardly be laid aside when once commenced.

FIRST STEPS WITH AMERICAN AND BRITISH AUTHORS. By Albert F. Blaiddell, A. M. Boston: Lee & Shepard, Publishers, 10 Milk Street. 345 pp. 75 cents.

As English literature is becoming more generally taught in the public schools, the demand has arisen for suitable books upon the subject; for a systematic study of the texts of English classic authors, is now generally held to be an important part of the regular course of study in most schools of a higher grade. This book aims to supply a demand. It is intended to serve as the basis of a regular course of study in English literature. Enough material will be found in it, supplemented by a large amount of illustrative matter, to furnish a methodical introduction to our best authors. For a year's work at least, no other book will be found needful. Its arrangement is such that the work upon each author may be abridged or extended, as time, age, or capabilities of the pupils may permit. A full detail of the plan for study is set forth in the first and second chapters, in which, among other important points, will be found the methods of study, old and new,—general plan of study, and use of the guide analysis, with "The Wreck of the Hesperus," as a model. Suitable selections for class-room purposes are given, some of which will be found to be old familiar friends. Among the authors introduced are: Longfellow, Irving, Whittier, Goldsmith, Bryant, Gray, Holmes, Scott, Tennyson, Milton, and a host of others whose names are household words.

THE CRIME AGAINST IRELAND. By J. Ellen Foster. With a Preface by John Boyle O'Reilly. Boston: D. Lothrop Company, Franklin and Hawley Streets. 149 pp. Paper, 25 cents; cloth, 60 cents.

In a series of ten chapters, Mrs. Foster gives "The Crime Against Ireland,"—which consists of her collected letters, from Ireland upon the soil. During her stay there, the author had extended personal interviews with Irish and

English statesmen, besides opportunities of listening to debates upon the subject, in the English House of Commons. The topics, which she presents in this volume, are of the greatest importance and interest, and one of the strongest proofs of the intrinsic justice of the Irish cause, is the fact that it is winning for itself warm advocates among other nationalities. In an able and convincing manner, Mrs. Foster discusses,—The Indictment,—Dublin Castle Rule,—Evictions,—Landlordism,—Political Despotism,—Industrial Despotism,—Coercion,—The Irish Land Question,—The Union, and Home Rule. It will be seen at a glance, that these subjects are of the greatest importance, touching as they do, the vital interests of the Irish Question. While upon Irish soil, Mrs. Foster witnessed, for herself, the workings of the Coercion Act, and she speaks of what she is clearly convinced. Within so brief a compass, it would be difficult to find a clearer and more forcible presentation of the land question, and all of the many grievances, for which there appears to be no remedy but Irish legislative independence. Mrs. Foster has done much, in this work, to complete the education of the American people on the Irish question.

THE SEVEN LITTLE SISTERS Who Live on the Round Ball that Floats in the Air. By Jane Andrews. With an Introduction by Louisa Parsons Hopkins. Boston: Lee & Shepard, 10 Milk Street. 142 pp. \$1.00.

Miss Andrews was most thoroughly in sympathy with child-life, and entered into the spirit of her writing from that standpoint. The title of this volume, though rather a long one, is very significant and attractive, and shows the tact used in selecting so unique a title. The "round ball" is the globe, and the "seven little sisters" are the different races found upon it. The peculiarities, habits and ways of these "little sisters" are most pleasantly set forth by Miss Andrews in her easy, chatty style. A Memorial of the author, by Mrs. Hopkins shows the beautiful home-life of Miss Andrews and her literary labor: this is followed by eleven chapters full of bright thoughts, including:—The Ball Itself,—The Little Brown Baby, the Youngest of the Seven Sisters,—Agoonack, the Esquimau Sister, and How She Lived through the Long Darkness,—Gemila, the Child of the Forest,—The Little Mountain Maiden,—The Story of Pen-a,—The Little Dark Girl who lives in the Sunshine,—Louise, the Child of the Beautiful River Rhine,—Louise, the Child of the Western Forest. This book cannot fail to interest all young readers, and may be used to advantage in kindergartens, and as a supplementary reader in any school.

Monographs of the Industrial Education Association.
EDUCATION IN BAVARIA. By Sir Philip Magnus. Edited by Nicholas Murray Butler, Ph.D. New York: Industrial Education Association, 9 University Place. 48 pp. 20 cents.

The title of this paper is considered, by the editor, somewhat too general for the subject of which it treats. The main purpose being to give some idea of the "school system" of the country, and to show by contrast with the absence of organization in England, the clearly-defined relations existing between the different grades. Incidentally, the principal educational agencies found in the Kingdom of Bavaria, with certain statistics in regard to the number of pupils in attendance, and their cost of maintenance, are given, but the foremost thought is the school system of the country.

THE REPUBLIC OF THE FUTURE; OR, SOCIALISM A REALITY. By Anna Bowman Dodd.

MUCH ADO ABOUT NOTHING. By William Shakespeare.

PROMETHEUS UNBOUND. With Adonais, The Cloud, Hymn to Intellectual Beauty, and an Exhortation. By Percy Bysshe Shelley.

LONDON IN 1731. By Don Manoel Gonzales. Cassell & Co., 104 and 106 Fourth avenue, New York. 10 cents each.

AN ESSAY UPON PROJECTS.

"The Republic of the Future" is composed of letters from a Swedish nobleman living in the 21st century to a friend in Christiania. The first letter is dated New York City, December 1, 1850, A. D.

"Much Ado About Nothing" was first printed in quarto in the year 1600. In this drama the playful idleness of mockery in Benedict and Beatrice is changed to noble earnest by contact with the real sorrows of life.

Shelley began his play of "Prometheus Unbound" when he was in Italy in the year 1818, aged twenty-six.

"London in 1731" contains a description of the city, in regard to extent, buildings, government, trades, etc., and is a valuable piece of history.

Daniel Defoe's "Essay upon Projects" was the first volume he published, and no great writer ever published a first book more characteristic in expression of his tone of thought. It is highly practical, and upon one subject with which it deals, that of the education of women, we have only just now caught him up.

THE OLD NORTHWEST. With a View of the Thirteen Colonies as Constituted by the Royal Charters. By B. A. Hinsdale, Ph.D. New York: Townsend MacCoun. 440 pp. \$2.50.

As a work of national interest, illustrating and teaching American history and geography, the "Old Northwest" stands alone, no previous writer having covered the ground, the work being wholly new in conception. Beyond this important fact, lies another; with the exception of New England, there is no section of the United States embracing several states, that is so distinct an historical unit, and that so readily yields to historical treatment, as the Old Northwest. It is the part of the Great West first discovered and colonized by the French, and was the occasion of the final struggle for dominion between France and England in North America. It is the design of the author of this book to portray all the leading events which led up to the great importance of this region. Dr. Hinsdale has boldly seized the Northwest of one hundred years ago, and drawn the salient features of its history. An additional value is placed upon this work on account of its maps, of which there are ten, colored, representing the Old Northwest, presenting features of the United States, French explorations and posts, territory of the present United States after February 10, 1763, proposal of the court of France at the second treaty of Paris, boundary-lines proposed at the second treaty of Paris, territory of the present United States after September 3, 1783, territory of the thirteen original States, map

of Ohio surveys, and the Old Northwest in 1888. In twenty chapters, a century of progress is portrayed, and any lover of history will be charmed with the manner in which it is presented by the author. Chapters II. and III., contain the discovery and colonization of the Northwest by the French, and are of special interest. Chapter IX. also, giving the Northwest in the Revolution, is a valuable piece of history. The entire book gives the causes of events with clearness, and special attention has been bestowed upon the geographical conditions which have done so much to shape historical developments. There is something in this history for all, and the large share that the New England, New York, Pennsylvania and Virginia colonies have in its pages, will find for it many an appreciative reader in those states. To the public men and lawyers of our country, "The Old Northwest" will be found a reliable guide to the historical facts of state, federal and inter-state legislation, as it appears in connection with their formation, development and admission into the Union,—for it contains much in regard to territorial matters and the admission of new states; questions of the Interior Department, our English treaties, and national vs. states right. As a book for general reading, it is scholarly, fascinating and intensely American.

A BLIND LEAD: THE STORY OF A MINE. By Josephine W. Bates. Philadelphia: J. B. Lippincott Company. 250 pp. \$1.25.

In an attractive light brown binding, ornamented on the outside with thistles and rocks in darker tint, this rather sad story is given to the reader. It represents camp life among the miners of Colusa, a mining-camp perched high up among the crests of the Rockies. The story is well written, and shows the allurements, hopes, failures, disappointments and successes of the miners who are brought into it. The reader's attention and interest follow the characters all through the book, and a feeling of sympathy is involuntary felt for the persevering yet deluded miners. Home-life is portrayed, showing the attempt to decorate home and its surroundings, in memory of days that had passed before the thirst for gold and mining had filled the mind. There is much that is touching and sad as well as lively in the story, which well repays the reader for the time spent upon it.

SUPPLEMENTARY LEAFLETS. Supplementary to First Reader. By Junia Staffor. A. Flanagan, Publisher, Chicago. 16 Leaflets. 10 cents.

In almost all schools at the present time, some kind of supplementary reading is used, and as the demand increases, so does the variety. It is an easy matter now to suit all, even the smallest country schools, with a style suited to their necessities. Leaflets are, perhaps, the most called for, as they furnish the best supplementary reading, for the least money. This series to be used with any first reader, is a fair sample of what can be done to furnish schools with supplementary leaflets. Put up in a neat paper envelope, titled on the outside, is found a series of sixteen leaflets, containing twenty-three lessons. These lessons are simple and entertaining, with freshness enough in them to hold the pupil's interest. They are many of them illustrated, which is an additional charm. It would be a difficult matter for a school to find more and better supplementary reading, for ten cents, than is found in this package.

THE STORY OF THE CITY OF NEW YORK. By Charles Burr Todd. Illustrated. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 478 pp. \$1.50.

In writing the story of New York, it has been the author's aim to present a brief but comprehensive survey of the causes which led to the founding of the city, and the various agencies which have contributed to its marvelous growth. This book, though planned by Mr. Todd more particularly for younger readers, is so full of historical interest and value, that all will enjoy it equally well. Being smaller and more condensed than some of its predecessors, it meets a more immediate want. Following an Introduction, the body of the book is divided into three parts:—The Dutch Dynasty, The English Rule, and the Free City Under "The Dutch Dynasty," is found Peter Minuit, Wouter Van Twiller, William Kieft, Petrus Stuyvesant, and Social and Domestic life, with any number of interesting facts in connection with the times of these important factors in the city's history and growth. The social and domestic life of those days is pleasantly given in Chapter V., and tells of the church-goers, the burgomaster's court, shopping, Dutch houses, social amusements and a variety of other curious things. "English Rule" brings a more stormy and disturbed period, and treats of The New Flag,—Rebellion,—The Romantic Age,—The Earlier Churches of New York,—Lord Belmont's Stormy Reign,—Middle Colonial Period,—The People During the Colonial Period,—The Heroic Age,—War,—Two Battles,—New York in Captivity, and Constitution Making. This period covers the great struggle for life in the history of the young city, and consequently draws more largely upon the sympathy of the reader. "The Free City" begins life in earnest. Under this head are found,—The First Twenty Years,—A Typical New York Merchant,—Commercial Development,—Ships and Sailors,—Minor Events, 1784-1860,—New York in the Civil War,—The Mouse in the Cheese, which goes through the Tweed history, and The Triumphs of Art. Two Appendices are added,—Mayors of New York since the Revolution, and Notable and Curious Events in the History of New York, chronologically arranged. One charming feature of the book is its profusion of illustrations, some of them being, to the present citizen, most curious by contrast with the city of to-day.

REPORTS.

VIRGINIA SCHOOL REPORT, 1887. Hon. John L. Buchanan, Superintendent of Public Instruction.

In all the elements of growth, the school system of Virginia, reached the highest stage of development, thus far recorded, during the seventeen years of its history. The total number of schools in operation during the year was 7,540, an increase of 377 over 1880. The average daily attendance in the schools was 184,520, while the school population was 610,271. This shows that they are not fully up to the needs of the people, and that there is plenty of opportunity for extension and improvement. The number of children attending private schools, is not over five percent, so that the state is mainly dependent on the free public schools. The teaching force of the state has improved, but the greatest obstacle in the way of its continued improvement is to be found in the inadequate salaries of teachers. In the country districts especially, the pay is not only small, but in many cases is not received until months after it is earned. The growing sentiment in favor of industrial education in the state, has found expression in the founding of the Mechanics' Institute in Richmond. It is desirable that the number of institutes be increased, and that instead of a few state institutes, such assemblages of teachers be held in each senatorial district, or better still, if practicable,

one in each county. The State Female Normal School at Farmville is increasing in public confidence, as is shown by its increasing patronage, the enrollment for 1887-8, having been 270. The Hampton Normal School is doing a great work for the Negro race. Its graduates are in active demand as teachers in the public schools, and are considered among the best teachers to be had.

LITERARY NOTES.

ROBERTS BROTHERS announce some entirely new books and new editions of popular favorites as follows: "Mr. Tangier's Vacations," a novel, by Edward E. Hale; "Roger Berkeley's Probation," a story, by Helen Campbell; "Signor Monaldini's Niece," "Kismet," "The Colonel's Opera Cloak," three of the most popular novels in the "No Name Series"; "A Week away from Time;" "Some Women's Hearts," a collection of stories by Louise Chandler Moulton; "A Lad's Love," by Ario Bates; "Button's Inn," by Judge Tourgee; "South County Neighbors," by Miss Carpenter; "Ourselves and Our Neighbors," by Louise Chandler Moulton; "Cathedral Days," by Anna Bowman Dodd.

D. C. HEATH & CO. have in press, to be ready in May, a book of "Chemical Problems" by Drs. Grabfield and Burns, of the Mass. Institute of Technology. They will issue soon, "Schiller's Ballads," edited with an introduction and notes, by Henry Johnson, Longfellow Professor of Modern Language in Bowdoin College. Emile Souvestre's, "Un Philosophe Sous Les Toits" has just been published, and the old English epic poem "Judith" appeared May 15.

FORD, HOWARD & HULBERT, having been, under their present name, and their original firm style of J. B. Ford & Co., located for eighteen years at No. 27 Park Place, New York, have removed to No. 30 Lafayette Place, just below the Astor Library, into the region which within a few years has grown into the most considerable center for book-publishing in the city.

GINS & CO. have just issued their "Catalogue and Announcements" for 1888, high school and college edition. It contains an extensive list of the latest and best text-books.

CASSELL & CO. have begun a new series of original novels, under the attractive title of "Cassell's Sunshine Series of Choice Fiction." The first one is by S. H. Alexander, a Boston author, and is entitled "Velled Beyond." His subject is the doctrine of reincarnation.

HOUGHTON, MIFFLIN & CO'S May number of the Riverside Literature Series, contains interesting papers by John Burroughs, entitled "Sharp Eyes," "The Apple," "A Taste of Maine Birch," "Winter Neighbors," and "Notes by the Way." The "Notes by the Way" comprises interesting anecdotes about muskrats, squirrels, foxes, and woodchucks.

TICKNOR & CO. have among their latest publications, "Shakespeare's England," by William Winter, a book, which will prove of great interest to all lovers of the great poet. The name of the author is one that carries great weight among Shakespearean scholars.

LEE & SHEPARD have in press, and will publish soon, a book of uncommon scope and interest, entitled "Dissolving Views in the History of Judaism," by Rabbi Solomon Schindler, of the Temple Adath Israel, in Boston.

J. R. LIPPINCOTT COMPANY, Philadelphia, are about to issue, under one cover, the two thrilling stories of frontier life as told by Capt. Charles King, the great military novelist, and author of the "Colonel's Daughter," agreeably known to a wide circle of readers.

S. C. GRIGGS & CO. will issue a new volume, (the seventh in the series) of the "German Philosophical Classics for English Readers and Students." It will be a critical exposition of Leibniz's new essays, concerning the Herman Understanding, by Prof. John Dewey, Ph.D., of the University of Michigan.

CATALOGUES AND PAMPHLETS RECEIVED.

CALENDAR OF THE UNIVERSITY OF MICHIGAN, 1887-'88. James B. Angell, LL.D., President. This excellent institution is unusually prosperous as is shown by the fact that the number of students, including resident graduates, is 1667. The courses allow a wide range for choice and the instruction is thorough.

FOURTH ANNUAL CATALOGUE OF THE BALTIMORE MANUAL TRAINING SCHOOL. John D. Ford, Engineer Corps, U.S.A., Principal.

MAGAZINES.

An article in the May *Century*, which will appeal especially to the soldier audience deals with "The chances of being hit in battle," being a "study of regimental losses in the Civil War." Poetry is contributed by Aldrich and Riley.—The *May St. Nicholas* has an amusing serial story of "Two Little Confederates," being a narrative of the experience of two Southern boys during the war. Life at Girard College is graphically described by Alice Maude Fenn. Admirers of little Josef Hofmann will find something to suit their taste in the two articles concerning the musical wonder. There is no end of other good things, which the young people will take pleasure in searching for, themselves.—Some of the leading articles in the *American Magazine for May* are: "The Oldest American Cities;" "My Dream of Anarchy and Dynamite;" "The Art Student in New York;" "Mutiny on the Somers."—*Table Talk*, a monthly magazine published at Philadelphia, is devoted to the needs of American housewives. In the May number we find among the articles, "Planters' Life and Tea Cultivation in Ceylon," "How to Prolong Life," and "The Woman's Exchange Movement."—James Parton writes of "Journalism as a Profession for Young Men," in the *May Writer*, and Editor Dana of the *New York Sun* gives some good "Advice to Young Writers." Short-hand writers will find an article that will interest them.—*Literature*, the new weekly publication issued by John B. Alden, is maintaining a high standard. Among the articles in the issue of April 21, we will mention "International Copyright," "Study of English Literature," "Thomas Wentworth Higginson," "Irish Wonders," etc.—"The Pedigree of the Devil," is the rather startling title of the leading article in the *May Cosmopolitan*. Monroe D. Conway, the author, gives the different beliefs held concerning the Evil One in different nations. The article is illustrated with colored pictures. Miss Ethel Ingalls contributes a pithy article concerning the recent international convention of women in Washington, and W. H. Gilder gives an account of the Hoang-ho and its destructive vagaries.—Miss Frances E. Willard's denunciation of the "wretched, heathenish" doll has given rise to an interesting discussion in the current number of *Babyhood*. Most of the writers, who relate personal experiences, protest against Miss Willard's extreme views; but not a few mothers admit at least the partial truth of her strictures.—The American *Horticulturist* for May contains numerous carefully illustrated, descriptive articles on making flower beds, arrangements of shrubbery, etc. A series of articles, on the construction of greenhouses and conservatories is now being published.—"Our Work and How to do it," is an article in the *Canada Educational Monthly*, by Prof. Clark of Trinity College, Toronto, from which teachers will be able to get some good points. The pages of the *Monthly* have been enlivened lately by a discussion on "Biblical Instruction in Public Schools."

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A DICTIONARY OF LOWLAND SCOTCH. By CHARLES MACKAY, LL.D. 1 vol. Crown 8vo. Uniform with "Sobriquets and Nicknames," etc. \$3.00. A profoundly interesting historical and philosophical work, explaining the chief traits of the Scottish language, and its melody, poetry, and humor; definitions of hundreds of old Lowland and Border words; and an introductory chapter on the Poetry, Humor, and Literary History of the Scottish Language.

THE PILGRIM REPUBLIC. An Historical Review of the Colony of New Plymouth, with Sketches of the Biscuits of other New England Settlements, the History of Congregationalism and the Creeds of the Period. By JOHN A. GOODWIN. 1 vol. 8vo. With Maps and Plans. \$4.00. An eminent critic says: "The style is good, at times quite spirited; and the narrative is exceedingly interesting. The aim of the book is to give an exhaustive account of the Pilgrims, their origin, their voyage to America, and their struggles to maintain themselves and found a state. The work is of great value."

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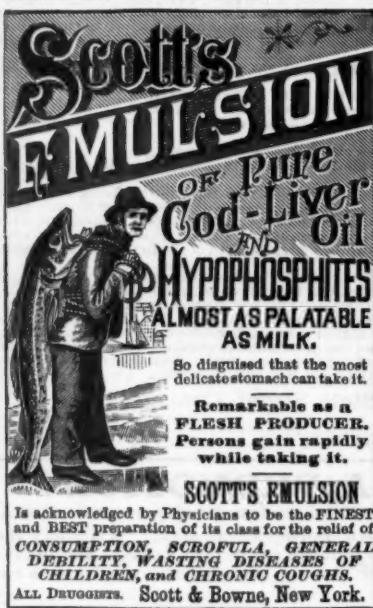
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Fourth Week in May.

Gentle Spring has now come in good earnest, radiant with sunny skies and balmy with flowers. But Gentle Spring is a treacherous beauty. She makes us believe the sun is as powerful as in mid-summer. We toss away our overcoats and wraps too soon, and lay aside our heavy underclothes, because we think Summer has come. Instead of Summer there comes an army of Spring diseases. We are attacked by Biliousness, bowel-disorders, and a dozen other ailments which might have been avoided.

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Yellowstone National Park.

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It is the general feeling among the teachers, that while the west-bound trip may be made via Kansas City, Council Bluffs, Atchison, or Pacific Junction, and any one of the southern trans-continental lines, the return trip must be made by the great Yellowstone Park and dining car route—the popular Northern Pacific railroad, the Yellowstone Park being the point toward which all eyes are directed.

The recent completion of the all-rail route between San Francisco and Portland, Ore., called the "Shasta line," as well as the completion of the cascade division of the Northern Pacific from Tacoma to Pasco, the point of junction with the older route along the Columbia river, will make this the favorite line for the return trip.

Teachers en route to the meeting should see for themselves, that the return portion of the trans-continental excursion ticket, which will be issued them at St. Louis, New Orleans, or some one of the Missouri river points named above, ready for the return trip via Portland, Ore., and the Northern Pacific railroad.

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